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Factors Affecting South Dakota Guidance Counselors' Perceptions of the Career Opportunities of Native American Students

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FACTORS AFFECTING SOUTH DAKOTA GUIDANCE COUNSELORS' PERCEPTIONS OF THE CAREER OPPORTUNITIES OF NATIVE AMERICAN STUDENTS

BY

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This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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Chapter 1

STATEMENT OF THE PROBLEM AND OBJECTIVES OF THE STUDY

Introduction

Social scientists, educators and guidance counselors alike have long expressed interest in individuals' career decisions. The educational reform heralded by the concept of career education is indicative of the resurgent interest in the career process. Career education has been endorsed by nearly every education organization and the United States Chamber of Commerce (Grubb and Lazerson, 1975:452). This interest has also intensified in recent years due in large measure to the unique problems and circumstances confronting persons of minority group status as they seek career opportunities. Among minority groups, Native Americans, particularly in South Dakota, have historically been enmeshed in a series of circumstances which have inhibited that group's movement into more desirable career positions. Currently those problems facing Native Americans are receiving renewed attention, primarily on the initiative of Native Americans. An important area of attention is the early decisions made by youthful Native Americans. Inasmuch as a substantial amount of their later career success will be dependent upon the early advice inputs they receive, information is needed about the individuals who give such advice and the perceptions held by these advisors. One prime disseminating group is guidance counselors. If counselors are important in the career decisions of Native American youth, it is important to learn how guidance counselors perceive the career opportunities available for such youth as well as the factors

affecting these perceptions. These and related areas of inquiry have led to the formulation of the research problem for this investigation. This problem warrants sociological study due to its concentration on variables external to psychological processes and their effects on social interaction. The theories of sociology offer viable explanations for occurrences within the social interaction structure of counselor and student.

Statement and Importance of the Problem

This study investigates the following problem:

To what extent are the factors of the school location, sex and race of guidance counselors and the sex of students associated with guidance counselors' perceptions of the career opportunities of Native American students?

Explicit in this problem statement are five variables. The dependent variable which is measured in this study is guidance counselors' perceptions of career opportunities of Native American students. The independent variables, the effects of which are measured in this study, are the sex of the guidance counselor; the race of the guidance counselor; the location of the school in which the guidance counselor is employed; and the sex of the student.

Information obtained through this study will be important for the following reasons. Unfortunately, the area of guidance and counseling has been neglected in the past by sociological researchers (Weinberg, 1969:190). Rehberg and Hotchkiss (1972:140) claim that counseling has received "only peripheral concern." Knox et al. (1974:466) find it surprising that questions regarding counselors "have only rarely been addressed empirically and systematically." Herriott (1963:158) decries the waste of mental talent in the United States and hopes studies of

counselor influence will aid in ending this waste of human talent. This study will help fill the existing research gap and add sociological knowledge to the understanding of counseling.

The factors to be studied in this research are the school location of the counselor, the sex of the counselor, the race of the counselor and the sex of the student. One characteristic to be examined in this study, the location of the school where the counselor is employed, is a viable area of study in a state such as South Dakota where rural-urban population differences are still prominent. In addition, this study will include reservation school locations which add a third locale difference. Rural high schools are often much more vocationally oriented and much less college oriented than are urban high schools (Elder, 1963). Consequently, rural youth are frequently directed away from high status occupations toward skilled and unskilled trades. This study investigates the occupational perceptions of prime "directors", guidance counselors. The reservation school location is a rural location with added dimensions that render it uniquely important in this study. One of these dimensions is the isolation which typifies reservation schools (Wax et al., 1964). This isolation is not only the geographical isolation of rural communities but also the social isolation of an ethnic group "cut-off" from the dominant cultural mainstream by de facto segregation. Brookover and Erickson (1975:143) believe segregation in all its forms acts as an impediment to achievement and mobility for isolated groups and limits the interaction that could occur between groups. Is this isolation reflected in reservation school counselors' perceptions of occupational opportunities? This and related questions

raised by school location differences will be examined in this study.

In addition to the influence of school location on the occupational perceptions of counselors, this research will look at the variable of sex and its effects on counselors' perceptions. The sex of an individual has a direct effect on his or her educational attainment (Alexander and Eckland, 1974). Part of this effect may be attributed to the counseling given to students in accordance with their sex. Counselors tend to guide female and male students into sex-specific, traditional occupations and courses (Whitehurst, 1977). Research has also suggested that females, when forming achievement value orientations, depend more on extrafamilial influences than males do, thereby intensifying the importance of the guidance counselor's role (Lueptow, 1975). Do differences exist between the perceptions held by female and male counselors of female and male students' occupational opportunities? Do counselors perceive occupations to hold more or less opportunities according to their sex and the sex of their clients? These important questions will be examined in this study to ascertain the parts counselors may have in perpetuating or changing a sexually unequal status quo.

A final characteristic, the influence of which is to be measured in this study, is the race of the guidance counselor. Research shows that Native American students are viewed by community members and school personnel as less likely than white students to finish high school and continue onto college (Anderson and Safar, 1967). Indeed, Native Americans in South Dakota lag three years behind white counterparts in educational attainment (U.S. Bureau of the Census, 1972:338; 1973:25).

Anderson and Safar suggest a self-fulfilling prophecy whereby Native American students incorporate the negative expectations of others into their self-expectations. Do the expectations of others, in this case guidance counselors, vary according to the counselor's own race? Do Native American counselors perceive more or less occupational opportunities than do white counselors? Given the empirically evident role of others in influencing educational achievement, the race of these others may be a crucial study variable and will receive attention in this research work.

In the United States, research has demonstrated that membership in certain groups acts as a deterrent to success in educational and occupational arenas. Educational segregation, differentiation and allocation have forced many minority groups into disadvantaged positions by limiting their admission into various educational programs and occupations (Brookover and Erickson, 1975). The role of the counselor in the amelioration of this situation is extremely important. Research concerning disadvantaged individuals who have managed to escape the effects of their limiting status demonstrates that supportive, inspiring relationships, new perceptions of self and awareness of alternative paths all operate to give deprived individuals opportunities to succeed (Ginzberg, 1971). It is not difficult to recognize the significance of the roles which guidance counselors may play in offering their clients supportive, inspiring relationships and in encouraging them to develop more positive self-concepts. As major career information sources, career counselors perhaps more than any other group are in a position to raise the awareness in disadvantaged students of possible occupational

paths that would allow these students greater achievement within the world of work.

Aside from their roles as information sources, guidance counselors may also act as significant others to their clients. This term was first used by H. S. Sullivan to describe parental training given to children which enables them to develop the attitudes and behaviors necessary for adulthood (Webster and Sobieszek, 1974:13). The term now signifies anyone whose opinions and actions are important to an individual's self-concept. Certainly guidance counselors' opinions of students' occupational opportunities can be important to students. Guidance counselors can be instrumental in the formation of students' ideas of what are realistic and unrealistic occupational choices for them. Given the crucial role of the counselor in facilitating the advancement of disadvantaged students, the perceptions held by guidance counselors toward their clients as well as the possible differences which exist in these perceptions according to the characteristics of these counselors and clients are research topics of a vital and pertinent nature.

Another importance of this study is its utility for applied research. If variations are found among the perceptions held by guidance counselors of differing sex, school location and race toward Native American students of differing sex and school location, these variations may reflect negative counselor bias. By identifying the differences in perceptions and the factors associated with these differences, attempts can be made to sensitize counselors in order to amend those perceptions which may interfere with the career guidance offered to Native American

students.

A final justification for this study is its concentration on Native Americans. Native American people have long received attention. Much of this attention, however, has been of a popular literary nature and has had its emphasis in past events of archaeological and historical interest (Berry, 1969). Much of the research devoted to Native American education has been designed to find the factors associated with the low academic achievement of Native American youth (Hess, 1974). Native Americans' career decision process and the factors affecting this process have been overlooked in systematic investigation. This study will add to research by directly examining some of the career influences acting upon Native American young people. It will partially address the need implicitly lamented by Berry (1969:1) when he comments, "But most of the time [the Native American] is ignored and forgotten, or used simply as an attraction to tourists."

Objectives of the Study

The objectives of this study are as follows:

1. The identification of guidance counselors' perceptions of occupational opportunities existent for their Native American clients.

2. The determination of the extent to which the factors of race, sex and school location are associated with guidance counselors' perceptions of Native American students' occupational opportunities.

3. The development of a model to describe and predict differences in guidance counselors' perceptions of Native American students' occupational opportunities.

The objectives of this study coincide in part with the objectives of a larger research project ongoing in the Rural Sociology Department at South Dakota State University. The larger research, Project #7112-777, is under the direction of Dr. Donna J. Hess and is entitled Career Interests and Aspirations of Native American Youth Residing in Reservation Areas.

Organization of the Thesis

This thesis is organzed in the following manner:

1. Chapter 2 reviews selected literature pertinent to the study.

2. Chapter 3 includes the theoretical framework and research hypothesis and control hypothesis.

3. Chapter 4 presents the methodology.

4. Chapter 5 gives the analysis of data concerning perceptions of guidance counselors.

5. Chapter 6 includes the summary of the research findings, the conclusions that may be drawn from this study and implications for practice and research.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

This chapter of the study reviews the literature germane to the research problem. The perceptions held by guidance counselors are relevant because of their impacts on others. If this study were only concerned with the guidance counselor as a layperson, its utility would be limited. What causes guidance counselors as professionals to be unique is their special function within the educational structure. A great part of this function is to advise and guide students as to appropriate and inappropriate occupational and educational choices (Knox et al., 1974) and to supply students with occupational and educational information. The first portion of the literature review concerns itself with the importance of the role played by the guidance counselor in influencing youth. After establishing the impact of the guidance counselor role, it is necessary to examine possible factors which could affect the quality of this impact. This examination is contained in the second section of this chapter. The third portion of this review contains literature pertinent to selected socio-demographic characteristics and their associations with individual perceptions. The final section of this chapter summarizes the research findings pertinent to the research problem.

Literature Attributing Importance to the Guidance Counselor Role

The impact of the guidance counselor may be subdivided into two

areas: one more general and the other more specific and springing from the first. Counselors, because of their position within the educational social structure, may act as significant others within that structure of interaction. They are persons who can influence students' beliefs about themselves and their world (Brookover and Erickson, 1975:301). The more specific impact of the counselor comes from the counselor's specialized occupational role as the professional concerned with a student's academic, vocational and personal adjustments (Knox et al., 1974).

Counselors and significant others' influence. Within the educational institution the guidance counselor as a significant other has great influence on the student's educational and occupational aspirations and educational attainment. In Sewell and others' (1969) longitudinal study of rural, male high school seniors in Wisconsin, the influences of significant others were shown to have significant, direct effects on a student's educational and occupational aspirations and educational attainment, all of which ultimately affect the prestige level of the students's occupational attainment. Significant others are specific individuals from whom the student obtains his or her levels of aspiration. The significant other may accomplish this by serving as a model for the student and/or by communicating to the student the significant other's expectations for the student's behavior. Sewell et al. (1969:85) conclude, "Thus, significant others' influence is a central variable in a social psychological explanation of educational and occupational attainment." In a follow-up study with urban and nonfarm males, Sewell et al. (1970) conclude that, although significant

others' influence is perhaps slightly less important than previously believed, the relationship between significant others' influence and attainment is still significant.

Williams (1972), in his longitudinal study of Canadian male and female youths' educational aspirations, also discovered a close association between the expections of others and the students' aspirations. Williams interpreted sex differences in his data to be due to differential evaluations of educational attainment for the sexes within society. Educational attainment is expected more for males in society than for females; hence, the expectations held by others for females are based more on the academic performance of girls than they are for males.

Woelfel and Haller (1971) found direct, causal relationships from significant others' influence, as measured by the occupational and educational expectations held by these significant others, to students' educational and occupational aspirations. They define significant others as "those persons who exercise major influence over the attitude [educational and occupational aspirations] of others" (Woelfel and Haller, 1971:75).

In a later study, Haller et al. (1974) report that the student's level of occupational aspiration is highly associated with the educational and occupational expectations of significant others. The level of occupational aspiration is an important variable in determining a student's early occupational status attainment.

Brookover and Erickson (1975:299-322) give testimony to the influence of the significant other in a less specific fashion. In every

situation and each role played by the young person, that youth functions in relation to the expectations which significant others hold for him or her in that situation and role. Significant others are role and situation specific. According to Brookover and Erickson (1975:304), "In societies with an extreme range of interaction..., the significant group or persons often varies greatly from one situation to another." Thus, the guidance counselor in an academic, vocational or personal adjustment situation may be a significant other for young people be they in the roles of student, job seeker or therapeutic client. Brookover and Erickson claim the results of research tend to support the view that students generally behave in terms of others' expectations. "The expectations of teachers as well as those of other adults and students affect the student's school performance (Brookover and Erickson, 1975:315).

In Brookover, Erickson and Joiner's research designed to identify the significant others for students over a four-year period, the category containing counselors was cited by at least half of the students as being significant others in every grade of their high school education. The findings from this research lead Brookover and Erickson to conclude that there is no one person solely responsible for all the student's perceptions of self. The researchers state that others' expectations reflect that function of education which differentiates and allocates individuals in order to fill the variety of positions within society. Knox et al. (1974) give a major part to guidance programs in the educational processes of differentiation and allocation. Therefore, it is reasonable to expect that guidance counselors will not perceive all opportunities open to all students but will differentiate and

allocate students into occupations according to some socially determined criteria. Berger et al. (1972) theorize and demonstrate through research that these socially determined criteria may be an individual's status characteristics such as that individual's age, race and sex. These status characteristics are diffuse status characteristics if they are characteristics "from which one infers general assumptions about individuals" (Berger et al., 1972:242). In the case of the guidance counselor, the counselor may perceive more occupational opportunities for the student who possesses a certain state of a diffuse status characteristic than for the student who possesses a different state of a diffuse status characteristic.

What is the effect of the differentiation and allocation of the guidance counselor as the significant other? In Brookover and Erickson's (1975:308) words, "If the significant others act as if the student is capable of performing in accord with their preferences for him, the student is likely to carry out their desires." Elsewhere, Brookover et al. (1964) suggest that it might be possible to change a student's self-concept by changing the evaluations that significant others hold of the student.

The guidance counselor is not just one of a multitude of others influencing a student. He or she by virtue of occupational expertise functions as a specialist in at least three areas of student concern: academic questions; vocational questions; and personal adjustment questions (Knox et al., 1974). As previously mentioned, Brookover and others (1975) found counselors acting as academic significant others for over half of the students studied in every one of their four years of

high school. Herriott (1963), in his study of student educational aspirations, showed the high school guidance counselor's expectations to have the second highest relationship with student educational aspirations. The counselor's influence preceded the influence of parents and others and was itself preceded only by the influence of one's best friend. Herriott (1963:172) emphasizes that "this finding would imply that counselors can make a real difference in the educational aspirations of adolescents." Herriott hypothesized that the higher the level of expectation held by the significant other, the higher the educational aspirations of students. Herriott (1963:159) theorizes that variables exist "which intervene between the social, economic, and intellectual characteristics of an adolescent and his educational plans." These variables which affect educational plans or aspirations are the level of the student's self-assessment relative to others and the level of the expectations of significant others. These two variables influence the levels of aspiration of students and have explanatory value when considering educational disparities among social groups.

Counselors and their professional roles. In Knox and others' (1974) study of student use of guidance counselors, counselors were consulted primarily for academic concerns and only secondarily for vocational and personal adjustment concerns. In other words, guidance counselors act as significant others for students in the academic domain, whereas other primary relations are the significant others in vocational and personal adjustment domains. Counselors were the main

sources of help for two-thirds of the students studied when these students had academic questions. Knox et al. unexpectedly discovered that students who planned to work after high school graduation are more oriented to counselors than are those students who plan to continue their educations. This may be because college-bound students feel little need to consult counselors since the doors of opportunity are still open to them and "final decisions" are not impending. The work-bound student, on the other hand, may view his or her future alternatives as more limited; consequently, greater caution must be taken in choosing the proper alternative. Knox et al. cited greater use of the guidance counselor among rural youth and lesser use of the counselor among white, male youth. The findings suggest that rural youth are less secure about their career goals and turn to the guidance counselor as a significant other in their career-decision processes. White males, on the other hand, may perceive more control over and have more confidence in their career-decision processes. Knox et al. (1974:468) see the impact of counseling as possibly profound, "often decisive, and surprisingly early."

Rehberg and Hotchkiss (1972) also report that counselors talk more frequently with high school students who are not planning to continue their educations. In addition, counselors meet more often with students with lower I.Q. levels and status backgrounds. In testing the associations affecting sophomore-level educational expectations, counselor advice was the second most highly correlated variable with educational expectations, following freshman-level educational expectations. The researchers showed the effect of counselor's advice was

stronger for female students than for male students. Although Rehberg and Hotchkisss (1972:399) reveal "the counselor has an incremental effect on the student's educational expectations independent of the influence of the predisposing variables included in the analysis," the authors conclude that counseling is only successful when it reduces the effects of a student's social background. The counselor of Native American students must be instrumental in correcting some of the ills of their students' disadvantaged status.

Literature Describing Factors Affecting the Guidance Counselor Role

Many researchers have cited the existence of certain exogenous variables which act to influence the expectations, attitudes and beliefs of significant others (Woelfel and Haller, 1971; Sewell et al., 1969; Williams, 1972; Land, 1971). Brookover and Erickson (1975) claim that educational relationships are affected by the interactional relationships of the whole society. Race, sex and other secondary characteristics along with the type of school attended and other situational factors over which the participants have little control form the basis for much of the quality and quantity of educational interaction. The school is society at a microlevel and is bound by many of the normative restraints evidenced in the wider society.

Much literature on the counseling process contains the idea that a counselor's behavior and attitudes combine with other variables to affect the counseling process (Bryson and Bardo, 1976). A client's color, sex, life station, socioeconomic status, intellect and age may

provoke counselor attitudes which reflect dominant societal attitudes. Counselors generally have favorable attitudes toward clients who are like them in values, attitudes, lifestyles and communication processes and do not work as effectively with clients who are unlike them. Ineffectual counseling has sometimes been blamed by counseling professionals on the deficiencies of the client rather than the deficiencies of counseling methods.

Erickson (1975), in an attempt to ascertain the effects of specific secondary characteristics on the counseling process, attributes several roles to the status of guidance counselor. The counselor's role set includes both advisor and gatekeeper. Gatekeeping refers to the decisions made by others who judge the qualifications of an individual in order to determine whether or not that person may enter a position within the social status hierarchy of society. Although individuals do exercise some control over their social destinies, the gatekeeping function of others has primary impact. The school as a gatekeeper may aid or hinder students from taking positions in the social structure and, due to their duties, counselors are important gatekeepers within education and may encourage or restrain individuals from entering social structure positions. These duties include not only judgments of ability but also provisions of information as to available careers and paths to these careers. Erickson suggests that the school counselor may be a victim of role strain: the counseling demands of advisor-advocate are incompatible with the counseling demands of gatekeeper-judge. In one instance, counselors are to benefit students by providing them the greatest possible access to society and, in the other, they are to

benefit the wider society by limiting incumbents to certain positions within society.

Since counselors have a duality of opposing functions, they must decide which function they will undertake with each student. Erickson believes these decisions are greatly influenced by the characteristics of the student. In an ideal situation, these characteristics of the student would include only those factors relevant to school performance and not factors which are irrelevant. However, according to Erickson, research and theories of interaction have shown that irrelevant factors such as race and social class do sometimes enter into the counselor's decision-making process and do sometimes influence the counselor's perceptions of the student. The next portion of the review of literature examines selected socio-demographic factors which objectively are irrelevant to the counseling process but nonetheless affect the counseling outcome.

Before preceding, attention must be called to the lack of research concerning the career processes of Native Americans. Literature on the Native American and education largely deals with the problem of Native American academic failure and its speculative causes (Berry, 1969:4). Although it is tempting to apply the bountiful existing research on Black Americans and other minorities to the Native American, extreme caution must be exercised in its application because Native Americans possess a unique status. Fuchs and Havighurst (1972) point out a number of differences among Native Americans and other minority groups. Native Americans did not arrive to this country voluntarily or involuntarily; they were here first. Native Americans, with a multitude

of cultures and languages developed on this continent, are very diverse. Native Americans hold special treaty relationships with the United States government. Finally, Native Americans often are not as fully committed as other minority groups to assimilation and participation in the dominant society.

Literature Describing the Effects of Race, School Location and Sex on Guidance Counselor Perceptions

This section of the literature review is divided into five subsections. The first four are concerned with Native American people and the location of their schools, the career guidance they receive, their career choices and their relationships with non-Native Amerians. The final subsection is devoted to the association of client sex and counselor sex with the counseling process.

Native Americans and the schools they attend. Fuchs and Havighurst (1972) in their national study of Native American education identify three basic types of schools attended by Native Americans which differ according to their geographic locations, their administrative responsibilities and their percentages of Native American enrollment. The federal schools, most of which are operated by the Bureau of Indian Affairs (BIA), are usually boarding schools with all Native American enrollment. These schools are for the most part located on reservation lands where sparsely populated areas and travel difficulties exist. Rural and small city public day schools educate more than half of Native American youth and have enrollments varying up to 100% Native American. Public schools found in cities of 100,000 or more population may have

Native American enrollments of up to a quarter of their student populations. The majority of Native Amerians attend public schools with most of the remainder in attendance at BIA schools (Berry, 1969). A very small percentage attend private mission schools operated by various church denominations.

The average Native Amerian student is older than the age-level and below academic norms for a grade (Berry, 1969). This student is also more likely than non-Native Americans to drop out of school. Berry in his comprehensive review of research in the area of Native American education gives a hierarchy of achievement for Native American and white students according to the type of school in which they are enrolled. White students in public schools fare the best of all groups, followed by Native Amerians in public schools, Native Americans in BIA schools and, last in the hierarchy, Native Americans in mission schools. Native Americans who do well on culturally-bound achievement tests are the more assimilated students who attend public schools with white students. Public school attendance with whites raises Native American achievement. Students at BIA and mission schools come from isolated, rural backgrounds and are more traditional in their culture. Consequently, these students are less assimilated than their public school counterparts and do not score high on achievement tests.

Some support for this hierarchy of achievement can be found in literature dealing with the effects of integration on the abilities of black students. Black students, especially black males, in integrated schools do much better in their educational attainment, achievement test scores, feelings of racial prejudice, senses of control and feelings of

general happiness than do blacks attending segregated schools (Crain, 1971).

Perhaps the most inclusive findings come from Coleman (1966) in his massive study of educational opportunities for whites and nonwhites in the United States which found that school factors are more important in affecting minority achievement than they are with white children and that the composition of the student body is among the factors affecting achievement and ability. In fact, the characteristics of the student body account for more variation in the achievement of minority students than do school facilities or staff. The relationship of student body composition and minority group achievement lies in the research finding that "as the educational aspirations and backgrounds of fellow students increase, the achievement of minority group children increases" (Coleman, 1966:302). The aspirations and backgrounds of other students appear to accentuate the achievement of minority students regardless of their backgrounds. From Coleman's research, one conclusion that can be drawn is that as the proportion of whites in a school increases, the achievement of all racial groups increases. This feature is primarily a result of the higher educational backgrounds and aspirations found among white students and is not to any great extent, if at all, related to school facilities or curriculum. The social context of the school cannot be separated from student achievement.

Brookover and Erickson (1975) offer an alternative explanation to assimilation for the differential achievement of students in schools of varying racial composition. According to the authors, the social climate of the school contributes much to the achievement of students.

The social climate encompasses the norms, attitudes, beliefs, values and expectations of the school's social system and determines the appropriateness of student behavior. Research conducted by Brookover and others demonstrates that portions of the school climate such as students' senses of futility, students' perceptions of the evaluations and expectations of others and teachers' evaluations and expectations of students contribute to achievement. In the authors' words (Brookover and Erickson, 1975:375), "[T]he pattern of evaluation and expectations that characterize the school significantly influences the student's beliefs about himself and the possibilities of his success."

Given this perspective, it is possible that Native Americans who attend schools with white children are exposed to social climates that are more conducive to high achievement. Teachers, administrative staff, counselors and students may conform to norms and hold expectations which facilitate high performance. It is reasonable to expect that in reservation schools, with predominantly Native American enrollments, educational staff and students do not operate in the type of social climate which promotes high evaluations.

In addition to achievement levels, the location of the school Native Americans attend also affects the degrees of prejudice and discrimination they will experience (Berry, 1969). These attitudes and actions seem to vary according to the amount of contact occurring between Native Americans and non-Native Americans. In large metropolitan areas where there is limited contact between the two groups, prejudice and discrimination toward Native Americans are much less than in areas of high contact such as rural reservation areas in South

Dakota. It appears that the more Native Americans and non-Native Americans interact, the more strained are the relations between the two groups.

Fuchs and Havighurst (1972) describe a variety of locations of schools attended by Native American students. BIA schools as well as public schools are noted as having very little curriculum geared to the special cultural needs of Native American students. Schools are usually oriented in the same manner as white public schools with staff inadequately prepared to work with Native American children and with limited school resources to meet student demands. A high turnover rate is typical. BIA boarding schools frequently receive children who have troubled home situations or behavior or academic problems. Other students attend BIA schools because their home communities are isolated and may lack educational facilities. Since BIA schools and public schools are often isolated from Native American parents, little formal and informal input is received from parents. The authors recommend that Native American control should be increased through the election of their members to school boards and the training of Native American teachers. At one Alaskan school formerly controlled by the BIA but now under local administration, the school board is responsive to the educational needs of students and hopes that more students will receive the college training "needed to assist in the new programs on the reservation" (Fuchs and Havighurst, 1972:74).

Although public schools in urban areas allow children opportunities for racially integrated activities, they are not usually Native American-staffed or dominated. Courses oriented to the Native American

are not taught. Children who arrive from the reservation areas may not be prepared for the academic and social competition of urban schools. All Native Americans in urban schools are faced with the absence of proper Native American role models. Many urban Native Americans retain strong ties to their reservation areas and plan to return someday. One Native American leader, the authors report, was pleased that his children attended an urban school because he thought if they could be successful in the prejudiced city public school, they could succeed anywhere. Wax et al. (1964), in their study of South Dakota's Pine Ridge Reservation education system, comment that Native Americans in rural and urban public schools do not participate in policy-making and administration and suggest a complete transfer of education to Native Americans. Although they did not directly study South Dakota public schools, they report mixed observations. "Some situations are reputedly scandalous with Indian children being targets of discrimination and discouraged from attending schools. Other situations of mixed federal and local support have been highly recommended to us..." (Wax et al., 1964:105).

Fuchs and Havighurst (1972) detail the Cheyenne-Eagle Butte School in rural Eagle Butte, South Dakota where 80% of the school enrollment are Native Americans. The reservation area around Eagle Butte is characterized by high unemployment, sometimes as high as 75%. This unemployment is attributed to declining agricultural employment and growing numbers of young people. Attempts are being made to boost the sagging agriculture economy by relocation and government programs and some private industrial growth. Relocation programs do not work well

because most residents do not want to leave the reservation. About half of the teaching staff in the school system come from the surrounding area. The remainder are recruited from other parts of the state and nation. The curriculum is similar to that used throughout the state and is not geared to the Native American culture. The high school suffers from a very high dropout rate. The school is jointly funded by the state and the BIA. However, the BIA is the prime administrating agency. Local residents are not actively involved in the school administration but some advisory boards composed of local citizens have been established.

Wax et al. (1964) researched another rural reservation school system and surrounding community in South Dakota. They conclude that the number one problem in education on the reservation is isolation. Native American students are isolated from the main occupational streams of the United States. Native American parents and teachers of Native American students are isolated from each other. Teachers, because they are isolated, cannot relate to their pupils. In the authors' words, "It would be our guess that the fundamental problems of isolation and social distance would distinguish most reservation communities and significantly trouble the relationships involved in schooling" (Wax et al., 1964:105). Isolation accentuates another reservation problem. Wax et al. note a lack of congruency between school curricula and the employment possibilities on the reservation. This lack is especially apparent for young males. The career training given to young Native Americans does not coincide with the available careers.

Native Americans and career guidance. The American Indian Chicago Conference in 1961 encouraged Native American youth to receive academic training and set goals which included adequate guidance and counseling programs, vocational training and employment (Berry, 1969). One of the primary causes of underachievement among Native Americans is an unawareness of career opportunities. A study done some years after the conference showed that only one-fifth of Native American high school graduates in Utah were following the vocation for which they had prepared in high school and the majority felt their high school educations had been inadequate (Berry, 1969). Berry reports an early study that found vocational guidance stressed in BIA schools, but few educators knew what exactly vocational guidance should include. "Guidance and counseling have long been advocated as essential for the academic development of Indian students...; but it is also apparent that such programs are still in need of much improvement" (Berry, 1969:64).

In the past, vocational programs were stressed in reservation schools but the trend now appears to be toward the academic curriculum of the wider educational system (Wax et al., 1964; Berry, 1969). Wax et al. claim that the 1950's saw federal Native American schools on the Pine Ridge reservation shifting from a vocational to an academic orientation. This shift aided the brighter students but handicapped the poorer students, thereby increasing dropouts among this group. Fuchs and Havighurst (1972) also note this shift following World War II from vocational to comprehensive academic education but maintain that, especially in BIA boarding schools, the vocational emphasis continues. Those educators who favor vocational training see it as job preparation.

Those educators who oppose it view vocational education as limiting to career choice.

One of the hypotheses tested by Wax et al. (1964) was that Native American youth and adults hold different views of career possibilities and desirabilities than do educators. This difference increases the likelihood of Native Americans dropping out of school. This hypothesis reflects the educational and economic problems of the reservation. Research has illustrated that Native American children have a much less adequate knowledge of occupations and occupational training than do white children. Part of their study was directed at examining Native American attitudes toward school subjects and possible vocations and the roles given to education by community groups. The researchers found that most Native American people in this rural area see the purpose of education to be a means to obtain well-paying, but not necessarily high status jobs. Fuchs and Havighurst (1972:205) also document this view. Education was seen positively among Native American parents in the Pine Ridge study. Although children were never forced to continue their educations or to choose a certain occupation, parents encouraged children to attend school.

Native American parents and children believe the path to vocational success is education (Wax et al., 1964). However, because there is high unemployment on reservations, occupational expectations are quite low and conceptions of careers are extremely narrow. White educators, on the other hand, tend to concentrate on education as an end in itself. They are not as vocationally oriented as Native Americans. Wax et al. recommend that the curricula in Pine Ridge schools provide

vocational programs for so inclined students as well as academic programs. This combination would help control the dropout rate. Since the guidance personnel in this study were primarily involved with discipline problems and had little knowledge of the reservation life, the authors conclude that the Tribal Council should establish career counseling programs to aid young people with educational and occupational decisions. Guidance counselors should make resources, programs and occupations known to young people and their parents.

Fuchs and Havighurst (1972) also criticize career guidance in Native American schools. Schools, according to the authors, inhibit Native American career aspirations. "Conscious attention to career opportunities in both Indian and non-Indian communities should be included in the curriculum offered" (Fuchs and Havighurst, 1972:219). The authors claim that it is especially difficult for counselors in public, nonreservation schools to become knowledgeable of programs available to the Native American. Education should recognize the uniqueness of Native American students. Education for Native Americans has ignored their particular needs and interests and should design programs for the child, not the child for programs.

Native Americans and career choices. As previously stated, Native Americans have limited career conceptions (Wax et al., 1964). In the Pine Ridge study, young females aspired to be nurses and secretaries and young males saw ranching or the Armed Services as likely career choices. Of the few reservation Native Americans who attend college, most major in education. Physical education is a popular

major among young males. The more traditional college students tend to go back to the reservation; however, school administrators tend not to hire them because they feel kinship ties render them ineffective. Since nursing and secretarial skills are marketable on the reservation, females usually find employment. Agriculture is a highly valued vocation for males but is limited in its employment possibilities. Therefore, young males tend to drift from job to job or migrate to cities. Because males may lack skills, their careers are less certain then are females' careers on the reservation.

Berry (1969) reports that the Native American college student is generally more likely to be older, unmarried, from a reservation background, from smaller schools, the recipients of a less academic and a more vocational education and counseled less than white collegians. An early study cited by Berry reports that most Native Americans in South Dakota tend to go into teaching with engineering and trade courses also likely choices. Few choose social work, anthropology, social sciences, art or humanities. These majors contradict findings of studies on the vocational interests of Native American college students, which suggests that these students may be majoring in areas of least interest. If this is the case, a high dropout rate could be expected among Native American college students. One problem facing the Native American student at all educational levels is an inability to set vocational and educational objectives. This problem is intensified on the post-secondary level by inadequate college and vocational preparations in high schools. More guidance programs are needed for Native American college students as well as high school and elementary

students.

Fuchs and Havighurst (1972) believe more Native Americans in the future will enter the fields of teaching, law, economics, history and anthropology. It is necessary for the socioeconomic development of Native Americans that more students enter management, forestry, building construction, plant and animal science, factory management, health services and business. It is necessary for the educational development of Native Americans that more students enter teaching and paraprofessional educating positions. The authors stress that career information should be provided to the growing numbers of Native Americans who want to work on reservations if employment is made available. It is these same young people who will act as educational stimuli to other Native Americans on reservations.

Research concerning the effects of school location on the occupational opportunities of non-Native Americans point to a disparity between the educational plans of urban students and rural students. Urban high school students plan to attend college more than do rural high school youth (Nelson, 1973). Elder (1963) identifies three sets of variables which account for rural-urban educational differences. Through a review of literature, Elder claims rural youth are less likely to have access to achievement opportunities, to have close social contact with people who stress achievement values and goals and to develop achievement potential due to different child rearing practices and learning opportunities. In Elder's discussion of the second set of variables, contact with people who stress achievement values and goals, the beliefs, expectations and ambitions of parents, teachers, counselors and peers

are cited as substantial building blocks in the establishment of a student's future. Farm families tend to discourage post-secondary educational plans more than urban families do. In addition, rural high schools tend to be more vocationally oriented and less college preparatory oriented than are high schools in urban areas. Farm youths are less likely to have contact with the necessary models, climates and pressures to direct them toward colleges and high status occupations. Elder (1963:48) concludes that, in rural high schools, "it seems plausible that guidance counselors may recommend a job rather than a college education even to youths who have the ability to benefit from college."

Defleur and Menke (1975) appear to contradict Elder's findings in their research on the occupational knowledge of rural and urban high school senior boys in the state of Washington. They found that rural boys know more about occupations than urban boys, although the difference is not great and both rural and urban boys have limited occupational knowledge. For both groups the major source of career information is the guidance counselor.

Native Americans and the racial context. Little research has been done on the attitudes and actions exhibited by non-Native Americans toward Native Americans and the factors related to these phenomena (Berry, 1969). However, it can be assumed that differing expectations are found for a student depending upon the race of that individual (Brookover and Erickson, 1975).

An early study done by Bogardus (1959) examined differences in the reactions of men and women toward ethnic and racial groups. Of

thirty groups, Native Amerians were twentieth in the racial distance scores given to them by the study's participants. Women showed more racial distance toward Native Americans and other groups than did men. The researcher hypothesizes that women show greater distance as a result of a more limited amount of interaction with different racial and ethnic groups. A later study (Signori and Butt, 1972) examined differences by sex in the ratings of the social images of selected disadvantaged groups which included Native Americans. Contrary to Bogardus' findings, there were no differences in the ratings given to the social images of Native Americans by males and females.

Many whites regard Native Americans as innately biologically, morally and culturally inferior and, because of these feelings, often are hostile or condescending (Berry, 1969). These attitudes and actions pervade Native American-non-Native American relations in South Dakota. Berry reports a study of Rapid City and Yankton residents where a great deal of negative political, social and economic prejudice and discrimination was found to exist. A nationwide survey of employers' attitudes toward hiring Native Americans evidences negative discrimination against this group. Native Americans, knowing this discrimination exists, may not attempt to train for jobs that they realize aren't open to them.

Educators have historically valued assimilation as the main goal of Native American education (Fuchs and Havighurst, 1972; Berry, 1969). Wax et al. (1964) note that school personnel on the Pine Ridge Reservation seem to operate with a "vacuum ideology" wherein policies and programs are supported to offset the emptiness of the Native American child's mind and culture. Students are seen as suffering from a cultural

lack which must be replaced by white, middle-class values. Teachers in the study were usually middle-aged or older, white women from local communities. The teachers with stereotypical and prejudicial attitudes viewed their students as having experiencially meager backgrounds and, at the same time, as being dirty and depraved because they experience the wrong things. The teachers, however, did not go out into Native American communities to confirm their beliefs.

The educational and career success of their pupils is not the preeminent educational goal among educators who expect Native American students with culturally different backgrounds to compete successfully in tests and curricula with white children of the dominant culture (Wax et al., 1964). Education is good in itself in that it teaches Native Americans non-Native American values. Educators feel that an academic orientation is necessary and that vocational training belongs to post-secondary institutions. The Native American also values education but only as a means to career success. The "educated person" is one of the most frequently mentioned objects of esteem among Native American people who honor and support the young person choosing college or other post-secondary training.

Fuchs and Havighurst (1972) also found a predominant negativism in their nationwide study of Native American education. Teachers and other school personnel are usually white and culturally insensitive to the Native American in attitudes, curricula and language. This neglect of cultural needs and problems is emphasized in the following comments made by the authors concerning school officials who did not know the number of Native American students enrolled in their schools. These

officials were quick to point out that "they did not work with youngsters on the basis of their being Indian, Negro, or white" (Fuchs and Havighurst, 1972:94), thereby displaying ignorance of cultural diversities and the application of the dominant cultural themes.

One possible means to correct this deleterious situation would be to train Native American educators. Fuchs and Havighurst (1972) in describing a Navajo school illustrate that this solution is not supported. They comment, "[N] or was any interest apparent in the direction of training Navajo teachers or of promoting education as a career among Navajo youth. No Navajo teachers existed as role models for student aspirations" (Fuchs and Havighurst, 1972:49). The Cheyenne-Eagle Butte school system was also found by the authors to be subject to cultural universalism. Teachers claimed in the study that they treat Native American children no differently than they treat non-Native Americans, a fact that is made clear by little Native American-related literature in the library. In spite of this "no difference" proclamation, most teachers believed that Native American children need discipline because they do not receive it at home. There was, however, little informal contact between teachers and Native Americans to provide sustenance to their belief. Most whites in Eagle Butte evaluate the Native American's behavior as negative and educators reflect their evaluation. Educators think the entire Native American culture should be replaced by white ways.

Anderson and Safar (1967) examined the perceptions held by teachers, parents, school administrators, school board members and the communities-at-large toward the abilities of white, Spanish American and

Native American students and the adequacies of school programs for each of these groups in two southwestern communities. Members of all groups perceived the white child as being most capable of finishing high school, going to college and finding a job. The Native American student was seen as least likely to achieve these goals. Native American students were judged to be lazy, inferior and to lack necessary incentive. The authors believe a self-fulfilling prophecy might be operating for minority children. Minority children think themselves inferior and, therefore, fail in school, thus reinforcing their perception of inferiority. In addition to giving white students a greater chance to succeed, all groups perceived that white children receive the greatest amount of encouragement from teachers, counselors and administrators to do well in school. However, all groups generally thought school programs are adequate for whites, Spanish Americans and Native Americans. Anderson and Safar (1967:228) conclude, given the previously reported findings of a general perceived lack of Spanish American and Native American ability, that "it may be that the Spanish Americans and Indians of the Southwest attribute the failure of their children in the schools to a lack of ability rather than to inadequacies in the schools' programs." In this study an internalized belief of inferiority seemed to dominate the feelings of the minority groups. Anderson and Safar (1967:229) suggest that we may be asking too much of a child to continue working toward educational and employment goals "when most of the significant adults in his life--parents, adult friends, teachers, counselors--all evidence a lack of confidence in his ability to achieve the same goals as his Anglo classmates."

The race variable in the counseling process has not been subjected to sufficient research (Bryson and Bardo, 1976). From research on non-Native Americans in the counseling situation, it would appear that racially homogeneous counselor-client pairs are rated as more effective. Erickson (1975) found that similarity between counselor and client affects the outcome of the counseling process. The factor of race affects the counseling situation through feelings of commonality and solidarity and through verbal and nonverbal communication styles. Erickson emphasizes, however, that similarity may be established between apparently different counselor and client through the participants' suggestions to each other of shared attributes. This action can produce favorable outcomes between racially diverse counselors and clients. Nevertheless, the racial factor in counseling must be considered (Bryson and Bardo, 1976). Research on the racial factor in counseling "suggests that both counselor and client enter the relationship with attitudes and behavior that negatively affect the process and outcome" (Bryson and Bardo, 1976:75). Erickson (1975) stresses that without major social reform the effects of race cannot be eliminated in the counseling process. This is not because like counselors are more competent than unlike counselors but rather is due to a reflection of the macro-social structure. Erickson suggests that counselors should be made aware of their feelings based on irrelevant criteria and that students should be allowed to choose the counselor with whom they feel most comfortable.

One of the few research objections to racial influence in the counseling process must be cited because it is relevant to the research problem under investigation in this study. Smith (1974) asked male and

female counselors in the Denver area to predict the academic success of and to recommend appropriate and inappropriate vocational choices for clients of varying ethnicities and sex. She found when measuring counselors' predictions of academic success that "in none of the cases were there significant differences due to the sex or ethnic group of the client or to the sex of the counselor" (Smith, 1974:519). These findings also held true for appropriate vocational choice. Sex and ethnicity of the client and sex of the counselor did not bias counselors' predictions of academic success or recommendations of vocation. The author states that research on discriminatory counseling practices toward minority groups and women is equivocal and inconclusive and she advocates further research.

Sex and the counseling process. Although research on sex and its effects on the counseling process is plentiful, studies dealing specifically with Native Americans and the sex variable in counseling are, as far as this author can establish, nonexistent. The following literature review is based on data gathered from non-Native American groups.

Recent demographic changes are affecting decisions made by women and are themselves effects of decisions made by women. Women are marrying later, having fewer children, working when their children are younger, and are returning more frequently to work or school as children grow older (Oliver, 1975). All of these changes point to the need for better career guidance for women. Literature accentuates this need.

Werts (1968) in his study of college attendance found that among low achievers boys are much more likely to attend college than

low-achieving girls. Boys from lower socioeconomic classes are also more likely to attend college than are girls from these strata. This unequal attendance may be because counselors view education as less important for female careers and rely more on the academic ability of females than on that of males in career counseling (Rehberg and Hotchkiss, 1972). Williams (1975:456) concludes from his research that "the matter of girls' educational ambitions is a nonissue in the interaction between teachers and their female students." In spite of this, females do have educational ambitions. Olive's (1973) study shows that of students with the same mean I.Q. scores females tend to choose higher social status occupations than do males when asked what they'd "like" to do for a living. Even though their occupational aspirations are higher than are those of males, females do not aspire to the highest occupational status positions in our society. Part of feminine low aspirations for highest status positions may be due to the perceptions of opportunities conveyed to them by guidance counselors.

Many professional articles have been concerned with counselor sexual bias (Helwig, 1976). The dominant themes in counseling sexual bias research are the prejudice and discrimination which exist toward women and the counselor's corrective role in this situation (McEwen, 1975). Recent studies have found both male and female counselors biased toward women who express interest in nontraditional career fields, fields which include the highest status positions (Oliver, 1975). Oliver (1975:431) warns that counselors "must guard against the tendency to consider women's nontraditional career choices unwise." Helwig's (1976:63) review of recent studies dealing with counselors' sexual

biases leads him to conclude that "the literature indicates consistent and pervasive counseling bias toward women and their roles. There is no other way to interpret the data. Counselors possess attitudes and values that are sexist in nature."

Counseling bias is not limited just to female occupational choice. Male students who choose "feminine" occupations also experience unfavorable feedback. However, since females are more limited by accepted career goals for their sex than are males, their plight is perhaps more serious. Helwig (1976) reports one study in which counselors judged education as more suitable than engineering as a female career goal. Another review of recent counseling bias literature led the author to conclude that both female and male counselors are sexually biased and discriminatory toward female clients and their problems, general mental health and vocational and occupational expectations (McEwen, 1975). Not only are counselors biased, McEwen states, but they are also misinformed about women and their place in the world of work.

Most women today work in jobs considered by society as appropriate for their sex (Thomas and Stewart, 1971). Counselor attitudes tend to support the status quo. Thomas and Stewart's study of high school counselors' responses to female clients with traditional and nontraditional career goals found negative bias to exist in both female and male responses. Counselors thought traditional career goals were more appropriate than nontraditional career goals and recommended further counseling more often to clients with nontraditional goals than to clients with traditional career goals. Although female counselors were more accepting of female clients regardless of their career goals,

female counselors suggested further counseling more often than did males. The suggestions for the type of further counseling included career choice discussion. The authors conclude that in this study "counselors were significantly influenced by cultural definitions of appropriate work roles for women when determining appropriateness of career goals" (Thomas and Stewart, 1971:355).

The cultural definitions of feminity and masculinity affect counselor attitudes in several ways. Gurin et al. (1963) attempt to explain the effects of the cultural stereotypes of "masculine" intellectual women and "feminine" nonintellectual women on female and male counselors who are themselves cultural products. Male counselors who recommend other career choices to female clients who aspire to non-traditional career goals may feel insecure about their masculinity and threatened by the competitiveness of women with "male" career choices. Female counselors, on the other hand, may feel unsure of their femininity and desire their clients to choose less masculine jobs. By doing so, female counselors reinforce their own "femaleness" and that of their clients.

Much literature suggests that male counselors are more sexist in their attitudes than are female counselors. Helwig (1976) found that female counselors' attitudes were more nonsexist than male counselors' and reports another study that found male counselors giving a more traditional role to women than did female counselors. Bingham and House's (1973) examination of counselors' attitudes toward women and work showed that, although the overall attitudes expressed by both sexes were positive, more negative attitudes were found among male counselors.

Male counselors believed boys should be more educated than should girls. Both sexes thought women must work harder and be more intelligent than men to succeed in male-dominated occupations. Englehard et al. (1976) measured Minnesota guidance counselors' attitudes toward the working mother, perceptions of sex role definitions and expectations of the societal impact of women three times over a six-year period in order to chart any changes which may have occurred. The counselors' attitudes about working mothers and sex role definition are changing rapidly and broadening according to this study. However, the expectations of the societal impact of women have changed little. Again, significant sex differences exist: men, in all three groups of attitudes, exhibited much more traditional attitudes than did women. In spite of this, both sexes are becoming more open to nontraditional roles for women. This openness, however, does not extend to the working mother role over which the male and female counselors disagree most. Males counselors showed very low acceptance for this idea over the total six-year span.

A final study found significant sex differences in the ratings given to the social images of women (Signori and Butt, 1972). Males rated the social image of women much lower than did females. Females rated the images of women as more rational, open, controlled and responsible than did males. The authors claim, "The less favorable view of women by males on these ratings could be a direct hindrance to women in seeking employment" (Signori and Butt, 1972). They conclude from their study that females might be more objective than males in an employment situation involving women. Other research does not support their conclusion.

Although some research suggests women should be counseling women, other studies fail to support the idea that sexual bias is solely a problem of male counselors (McEwen, 1975). Two studies emphasize this point. Hipple (1975) examined the "ideal woman" images of female and male counselors and others. Male counselors scored a more liberated perception of the female sex role than did female counselors. Both groups believed the ideal woman balanced home and career with a bit more emphasis on career. Hipple conjectures the sex differences may be due to the fact that women who enter counseling might be more traditional than women as a whole and men who choose the counseling field. Bingham and House (1975) questioned the Association for Counselor Education and Supervision to determine its membership's attitudes toward women and work. Although attitudes were generally positive, they found that females expressed more negative attitudes toward women and work than did males. Female members more often than male members thought women must be "better" than men to succeed in male-dominated occupations. The authors suggest that these women may be thinking of the obstacles they had to overcome to achieve the positions they now have.

Through research, counseling sexual bias has been shown to exist for females and males against females and males. Helwig (1976) urges the elimination of this bias in order to rid others of their biases. A nonsexist person, regardless of sex, should counsel females and males in order to promote the best use of their potentials (McEwen, 1975). Counselors' expectations and counselors as models can have positive effects upon the occupational aspirations of clients. As Schlossberg (1972:141) suggests in her discussion of racial and sexual discrimination,

"[C]ounselors have a pivotal role in changing or intervening in the way things are."

Summary of the Review of Literature

The following summary contains important findings from the review of the literature. The relations of these findings to the problem under investigation are also given.

Importance of the guidance counselor role. The role of the guidance counselor is important because counselors may act as significant others for students and because counselors are professionals who advise students with academic, vocational and adjustment questions. Research shows that counselors as significant others have specific impacts on the educational and occupational aspirations of students. Counselors as significant others may also influence students' self-concepts which, in turn, influence the behaviors of students. This influence is conveyed to students by the counselors' expectations for students. Expectations for students may vary according to characteristics of students. According to research, counselors as professionals primarily advise students with academic concerns. Research also suggests that counselors are consulted more by students who are not planning to continue their education beyond the high school level. Students who are female, have lower I.Q. levels, are from lower socioeconomic status homes, have rural backgrounds or are nonwhite tend to turn to counselors more than do other students.

Some of these findings are important to the research problem due to the implied relationship between counselors' perceptions and students'

resultant behaviors. Other findings suggest that students who are disadvantaged as compared to other students may rely on the advice of guidance counselors more than do students with more certain futures. These findings have special bearing on this study due to its concentration on Native American female and male students. Given research findings, perhaps counselors and their perceptions are even more important to these students than to other students.

Factors affecting the guidance counselor role. Research points to factors such as race, sex, other secondary characteristics and situational qualities which affect educational interaction. Counselors generally work better with clients who are similar to them. Counselors perform advising and gatekeeping functions and, as shown in the literature, may choose which function they will undertake with students depending upon the characteristics of the students. These characteristics are sometimes irrelevant to the counseling process. These findings are critical to the research problem inasmuch as they suggest that the factors of race, school location and sex may influence counselors' perceptions of the career opportunities available to Native American students.

Native Americans and the schools. The achievement levels of Native Americans appear to vary according to the types of schools they attend. Literature reveals that Native Americans in schools which also have high enrollments of white students achieve better than Native Americans in more isolated schools with low enrollments of white students. This differential achievement may be due to the degree to which Native

Americans are assimilated, or it may be due to differences in the social climates of schools with low or high enrollments of white students. Research demonstrates that, regardless of the type of school attended by Native Americans, these students are faced with little culturally related curricula and with few teachers who are culturally sensitive. Finally, both Native Americans and school personnel in reservation schools suffer from isolation. They are isolated from the mainstream of society and from each other. The relationship of these findings to the research problem lies in the implication that school location is indeed significant to the achievement of Native American students. A school's social climate, which includes the expectations, the evaluations and the attitudes of school personnel, may vary according to the location of the school.

Native Americans and career guidance. According to the literature, academic preparation, not vocational preparation, is the current aim of educators of Native American students. However, Native American people view education as a means to obtaining employment. Career guidance for Native Americans has ignored their needs and interests and should include both vocational and academic programs. These findings suggest that counselors' perception of career opportunities for Native Americans may not be to the best interests of the students.

Native Americans and career choices. Generally, Native American youth have narrow career conceptions and may be unable to set vocational and educational objectives. The predominant college major among the

minority of Native American students who attend college is education. Native Americans may be choosing training in occupational areas which are contrary to their interests. In order for development to occur, more Native American students should enter fields in the liberal and applied arts. In research concerning non-Native Americans, rural students appear to have more limited opportunities open to them than do urban students. The counselor is an important information source for both rural and urban students. These findings relate to this study because they imply that guidance counselors may be curbing the educational and occupational attainments of their students.

Native Americans and race. Although research concerning the racial relations of Native Americans and non-Native Americans is not abundant, educators apparently desire to replace a culture which they consider to be inadequate with a more positive culture. Some research suggests that Native Americans themselves as well as non-Native Americans may view their culture as inferior. Research supports the conclusion that racially different counselors and clients may hold negative attitudes toward each other. One finding which contradicts this conclusion claims that counselors do not exhibit negative attitudes toward racially different clients. These findings are relevant to the problem of this study because they point to the existence of possible racial attitudes which may affect guidance counselors' perceptions of career opportunities available to Native American students.

Sex and the counseling process. Research shows that both female and male students may encounter sexual bias from both female and male

counselors. Female and male students often encounter counselor attitudes which are traditional and reflect stereotypical views of the proper occupational roles of men and women. Although some research findings lead to the conclusion that female counselors are less biased than are male counselors, other findings contradict this conclusion and suggest that both sexes may possess sexist attitudes. Since research evidences sexually negative attitudes on the parts of guidance counselors, these findings are important to this research problem which investigates sexual differences in counselors' perceptions of the educational opportunities of male and female students.

Chapter 3

THEORETICAL ORIENTATION

Introduction

The first portion of this chapter provides a theoretical orientation for the examination of counselor-student interaction. The theoretical framework and the research hypothesis and control hypothesis for this study are presented in the second portion of this chapter.

Interaction within the Counselor-Student Relationship: Expectation States Theory

Pertinent to the research investigation undertaken in this study is the interaction of counselor and student. In order to properly explain and predict guidance counselors' perceptions of Native American students' career opportunities and the effects of race and sex on these perceptions, a theoretical orientation of counselor-student interaction must be presented.

Race and sex are status characteristics of individuals (Berger et al., 1966). Status characteristics are attributes or properties which have associated with them specific beliefs and evaluations. The status characteristic of race, for example, connotes beliefs and evaluations not intrinsic to the characteristic. Blacks in the United States are sometimes believed to be lazier, less intelligent and less moral than are whites. Implicit in these racial beliefs are evaluations. Since it is better to be industrious, intelligent and moral, white people are generally more highly evaluated in society. These beliefs and accompanying evaluations are often generalized. Whites become better than blacks

in most situations not only because they are believed to be more industrious, intelligent and moral, but because they are white. A "halo effect" is created for generalized characteristics from specific characteristics (Berger et al., 1966). The consequences result from the following process: the individual is black; blacks are lazy; therefore, the individual is lazy.

Berger and others have been instrumental in constructing a theory that illustrates the way in which status characteristics organize social interaction. The inception of their theory sprung from research demonstrating the emergence of power-prestige orders in task-oriented groups where members are initially status equals (Berger et al., 1966). Prior research suggests that status characteristics such as sex, age, education, race and occupation operate in task-oriented groups even when these characteristics have no relevance to the groups' tasks. Status characteristics become significant not for what they are but for what they symbolize. They are diffuse in that they are not definite or specific but global and generalized. A diffuse status characteristic is a status characteristic from which general assumptions about individuals are inferred (Berger et al., 1972:242).

A formal definition of diffuse status characteristic follows (Berger et al., 1966; Berger et al., 1972):

> A characteristic or attribute is a diffuse status characteristic if and only if
>
> 1. the states of the characteristic (D) are differentially evaluated (e.g., It is better to be male than female.), and
>
> 2. to each state (x) of D there corresponds a distinct set of specific, evaluated expectations (e.g., Males are more rational than are females.), and

3. to each state of the characteristic there corresponds a distinct general expectation state (GESx) which has the same evaluation as the state of the characteristic (Dx) (e.g., Males are ipso facto more capable than are females.).

The effects of status characteristics are not present in all situations. Berger et al. (1966) specify four conditions necessary to make a status characteristic significant to a situation. First, the actors within a situation must be required to perform collectively a valued task. They must work together to successfully complete the task. Second, requisite to the task is a certain ability which in one state increases the likelihood of success. Since all participants or actors desire success at the task, that state of ability which increases the chance of success is highly evaluated and that state which decreases success chances is negatively evaluated. Third, the actors in the situation have not previously attributed to themselves or each other specific, task-relevant abilities. Finally, the actors within the situation possess different states of a status characteristic providing a basis of discrimination between the actors. In summary, a status characteristic is activated in a task situation which has success and failure outcomes and is to be performed collectively and where the status characteristic is a basis of discrimination or difference between the actors.

A formal definition of activation follows (Berger et al., 1972):

A status characteristic (D) is activated if and only if

1. an actor (p) attributes to the participants states of a general expectation state (GES) (e.g., I am white, the other is black.), and/or

2. an actor (p) attributes to the participants specific expectations which are consistent with the characteristic (e.g., A smart white is better than a dumb black. I will do better on this task.).

Berger et al. (1972) assume that if a status characteristic is a social basis of discrimination between participants involved in a task situation, that characteristic will be activated. By "social basis of discrimination" the theorists mean the characteristic is noticed by and differentiated between participants. For example, in order for hair color to be activated in a task situation, it must be recognized as significant by the members and group members must possess different colors of hair.

Once a status characteristic (D) is activated in a situation, the characteristic instrumental to the task may have some prior association with D or it may have no prior association with D (Berger et al., 1972). For example, because sociologists usually have more formal education than have ditch diggers, they may be regarded as more adept at a puzzle-solving task than may be ditch diggers. Or, because sociologists have more formal education than have ditch diggers, they may be regarded as more adept at a cooking task than may be ditch diggers, even though there is no prior association between education and cooking. The second instance, where the characteristic instrumental to the task (cooking ability) has no prior association with the status characteristic (education), requires explanation. According to Berger and his colleagues (1972:245, emphasis in the original), "[T]he members of the group act as if the burden of proof is on showing that the status characteristic is <u>not</u> relevant." If this irrelevancy can be shown, the status characteristic is dissociated from the instrumental characteristic. If a status characteristic isn't dissociated from the instrumental characteristic, it becomes a basis for social interaction within the group.

Once a status characteristic (D) is assumed relevant to the characteristic instrumental to the task (C), the actor will attribute states of the instrumental characteristic to the participants so that positive states of C are given to participants with positive states of D and negative states of C are assigned to participants with negative states of D (Berger et al., 1966). For example, once race is considered relevant to athletic ability in a basketball game, athletic ability will be distributed in accordance with the racial properties of the participants. The participants assign properties which do not conflict with the general expectation states of the status characteristic.

The assignment of the characteristic instrumental to the task of the group determines the distribution of participation and influence within the group (Berger et al., 1966). The opportunities available to members within the group will be distributed to those individuals for whom members hold high specific performance expectations. This occurs even when the instrumental characteristic isn't relevant to the status characteristic. The reason for this is that, when the instrumental characteristic and the status characteristic are not associated, the specific performance objectives are balanced with the general performance expectations of the status characteristic. They do not conflict. Differences in the external status characteristic of group members determine the distribution of power and prestige within the group. Group members are subordinate or superordinate depending upon the state of the status characteristic they possess. This relationship affects the performance expectations held by group members for group members. The status characteristics are so crucial in group interaction that "it is as

though external status differentiation functions to determine actors' expectations and behavior from the very beginning of interaction" (Webster and Driskell, 1978:222).

A summary of the components of the status expectation theory as presented by Berger and others in 1966 is given in the following statements (Webster and Driskell, 1978; Berger et al., 1966):

Givens:

1. Individuals must be involved in a task situation which has successful and unsuccessful outcomes that must be drived collectively.

2. Members possess different states of some diffuse status characteristic.

Definitions:

1. A diffuse status characteristic is differentially evaluated with specific, evaluated expectations and general, evaluated expectations.

2. A diffuse status characteristic is activated in a task situation if that characteristic is a point of difference as defined by culture among members of the group.

Assumptions:

1. If the characteristic instrumental to the task has not been previously dissociated from the diffuse status characteristic and if the diffuse status characteristic has been activated in the task and is the only basis of difference among group members, then the diffuse status characteristic becomes relevant to the instrumental characteristic.

2. If the diffuse status characteristic is relevant to the instrumental characteristic, the members will assign states of the instrumental characteristic that are consistent with the states of the diffuse status characteristic possessed by group members.

3. If members of the group assign states of the instrumental characteristic to themselves, the observable power and prestige order or performance expectation will be functions of the evaluated states of the instrumental characteristic.

Briefly, any diffuse status characteristic which discriminates members becomes important in expectation formation and, unless it is specifically claimed to be unimportant, members form specific task

expectations in accordance with it and these expectations determine the interaction structure within the group. Or, schematically, the causal model is D→ GES→ SPE.

D=a diffuse status characteristic
GES=a general expectation state
SPE=the specific performance expectations
→=leads to

Employing the preceding theoretical discussion in combination with literature conclusions, the following tentative theoretical assumptions and propositions concerning counselors' perceptions of Native American students' career opportunities can be stated.

Assumptions:

1. Counselors and students are involved in a task situation (career decision process) which must be completed collectively and has success and failure outcomes.

2. Counselors and students may or may not differ in their states of some diffuse status characteristic: race or sex.

3. Race and sex are diffuse status characteristics in our culture because: 1) the states of each are differentially evaluated; 2) to specific states of each there correspond distinct sets of specific, evaluated expectations; and 3) to specific states of each there correspond distinct general, evaluated expectations.

4. Some diffuse status characteristic (race or sex) may or may not be activated in the task situation depending upon whether or not that characteristic is a point of difference between the counselor and the student.

5. The characteristic instrumental to the task (occupational employability) has not been previously dissociated from the diffuse status characteristic (race or sex); and if the diffuse status characteristic has been activated and is the only basis of difference between counselor and student, then the diffuse status characteristic (race or sex) becomes relevant to the instrumental characteristic (occupational employability).

6. Because the diffuse status characteristic is relevant to the instrumental characteristic, counselors will assign states of occupational employability that are consistent with the states of the

race or sex of their students.

7. Because counselors assign states of the instrumental characteristic to students, the performance expectations and resulting perceptions of occupational opportunities will be functions of the evaluated states of the instrumental characteristic.

Propositions:

1. Differences between the states of the diffuse status characteristic of race possessed by students and counselors will result in differences in counselors' perceptions of the occupational opportunities of students in accordance with the evaluations of the diffuse status characteristic.

2. Differences between the states of the diffuse status characteristic of sex possessed by students and counselors will result in differences in counselors' perceptions of the occupational opportunities of students in accordance with the evaluations of the diffuse status characteristic.

The expectation states theory as presented thus far provides an adequate theoretical orientation from which perceptions of occupational opportunities can be explained and predicted in limited situations where only one diffuse status characteristic discriminates between counselor and student. However, it is possible in this study to have counselor and student differing on more than one of the selected diffuse status characteristics or to not have counselor and student differing on any of the selected diffuse status characteristics. Theory revisions in 1974 and 1977 lend a theoretical base to these situations (Webster and Driskell, 1978).

Situations where multiple status characteristics exist raise two theoretical issues (Webster and Driskell, 1978). First, it is necessary to differentiate between types of status characteristics. Second, the way in which multiple status characteristics are processed must be described.

There are two types of status characteristics which differ in

scope (Webster and Driskell, 1978). Characteristics such as occupation, mechanical ability and mathematical skill carry with them limited expectations in limited situations. Characteristics such as race and sex are more diffuse and carry with them unlimited expectations in a much broader range of situations. The expectations associated with race and sex are pervasive to almost all situations. These characteristics are diffuse status characteristics and are different from the first type, specific characteristics, because they carry with them general expectation states as well as specific expectation states. Both types of characteristics form the basis for assignment of expectations.

Ultimately, there are only two ways to process multiple status characteristics: elimination or combining (Webster and Driskell, 1978). In the first process, all but one status characteristic may be ignored in interaction, thereby, eliminating the expectations associated with all of them except the one that is not ignored. In the second process, all the characteristics are combined to form expectations. Research has demonstrateted that the second process, combining, is employed most often in multiple characteristic situations. In research situations where the expectations of low statuses were overcome, the effects of these statuses were not eliminated but combined with high statuses to produce new expectations. In groups with multiple status characteristics, characteristics combine to form final expectations which reflect all available status information. For example, in an interaction situation between a black, male doctor and a white, female waitress where expectations are higher for the doctor than for the waitress, the effects of race are not eliminated but they are overcome by the more highly evaluated states

of the status characteristics of sex and occupation. In cases where status characteristics equate participants, where participants don't differ according to status characteristics, research shows that the participants do not form equal performance expectations (Webster and Driskell, 1978). In other words, equating characteristics does not provide information in structuring interaction.

The combining process of multiple status characteristics in the interaction structure makes three assumptions (Webster and Driskell, 1978). The first assumption is called the inconsistency effect. The inconsistency effect states that a single piece of status information which is not congruent with other status information has more effect on overall expectations than it would by itself. The second assumption, the attenuation principle, contends that each additional piece of status information which is consistent with previous status information is less important in determining overall expectations than the previous status information. The final assumption, the principle of organized subsets, claims that statuses are ordered. First, all negative status information is combined in accordance with the attenuation principle and then all positive status information is combined in the same manner. Finally, all negative and positive status information is combined. Expectation states are formed from multiple status characteristics in this combining process.

These theoretical revisions are pertinent to this study because they describe what occurs when more than one status characteristic is involved in counselor-student interaction. The limits placed by Assumption 5, that one characteristic be the only basis of difference

between the counselor and student, are dissipated. The process by which multiple characteristics are combined is included in the revised theory. In addition, empirical tests of the theory show that equating statuses does not produce equal performance expectations.

Theoretical Propositions and Hypotheses

Given the revisions of expectation states theory and literature conclusions, the following theoretical propositions and accompanying research hypothesis concerning counselors' perceptions of Native American students' career opportunities can be stated.

1. Counselors and students are involved in a task situation.

2. Race and sex are diffuse status characteristics.

3. The diffuse status characteristic of sex is activated when the counselor and student are of different sexes.

4. The diffuse status characteristic of race is activated when the counselor is a non-Native American.

5. The multiple diffuse status characteristics of race and sex are processed by combining.

6. Equal performance expectations are not formed when the counselor and student are of the same race and sex.

7. Race and sex have not been dissociated from occupational employability.

8. Counselors assign states of occupational employability to students that are consistent with the activated diffuse status characteristics of sex and race.

9. Counselors' perceptions of student career opportunities are functions of students' states of occupational employability.

Differences in the states of the diffuse status characteristics of race and sex are associated with differences in the counselors' perceptions of career opportunities for Native American students.

School location is a control variable in this study. A control

independent variable is an alternative variable which generates an alternative hypothesis that may or may not explain the studied phenomenon (Kerlinger, 1973). Control variables are especially important in ex post facto studies such as this one where experimental control is impossible. The alternative hypothesis generated by the control variable is as follows:

> Differences in school location are associated with differences in the counselors' perceptions of career opportunities for Native American students.

Chapter 4

METHODOLOGY

Introduction

Implicit in the research problem under investigation in this study are two purposes: description and explanation. It is the aim of this research investigation to describe guidance counselors' perceptions of the career opportunities of Native American students and to explain the association of selected factors with guidance counselors' perceptions of the career opportunities of Native American students. This chapter of the research report is devoted to the method through which the aim of this research will be accomplished. It includes the description of the population under study, the sampling techniques employed in this study, the operational definitions necessary in this study, the description of the research instrument devised to gather data, the statistical tools used to analyze the data generated by this study and the expected variable relationships as indicated by theory and research literature.

Units of Analysis

The population under study in this research problem is all public and nonpublic school guidance personnel who counsel Native American students in the state of South Dakota. The population includes guidance personnel at the preschool, elementary, secondary and post-secondary levels. The unit of analysis under study is the individual. Data are collected in this study to describe individual perceptions and are aggregated and manipulated to describe the sample represented by the

individual unit of analysis.

Sampling Techniques

The sampling frame for this study is The Yellow Pages for South Dakota Counselors 1977-1978 as published by the Department of Education and Cultural Affairs and the 1977-1978 membership list of the South Dakota Indian Counselors Association. These two sources were chosen to compile the sampling frame because they provide the most comprehensive list of guidance counselors in South Dakota.

The sample design deemed appropriate for this study is single-staged and employs the nonprobability method of sampling. The form of nonprobability sampling chosen for this investigation is purposive or judgmental sampling. This sampling technique was determined appropriate for this study due to the nature of the research aim. This investigation is concerned with guidance counselors' perceptions of Native American students and does not investigate counselors' perceptions of non-Native American students. The criterion applied to select these counselors is geographic location. In addition, the membership list of the South Dakota Indian Counselors Association is consulted in this study to assure that all possible counselors of Native American students are included in the sample. The geographic location criterion allows the inclusion of any counselor in areas known to have Native American residents. This sampling method is the most efficient for this research aim and facilitates the collection of data from those respondents who have experience with Native American students. All guidance counselors judged to possibly work with Native American students in any

numbers are sampled in this study.

Operational Hypotheses

The operational hypotheses that are tested in this research investigation are as follows:

Ho: Differences in the states of the diffuse status characteristics of race and sex are not associated with differences in the counselors' perceptions of career opportunities of Native American students.

Ho: Differences in school location are not associated with differences in the counselors' perceptions of career opportunities of Native American students.

Operationalization of the Dependent Variable

The measured operational definition of the construct of perceptions of career opportunities is the rating on a five-point scale assigned by counselors to the occupational opportunities which they see to exist for Native American students in 29 occupational and career areas. The 29 occupational and career areas are rated separately by counselors for each sex and are as follows:

Accounting	Forestry	Natural Sciences
Agricultural Business	Tribal Government	Park Services
Agricultural Extension	State Government	Ranching
Business Management	Federal Government	Religious Activities
Counseling	Health Services	Skilled Trades
Creative Arts	Horticulture	Social Services
Dentistry	Law and Legal Services	Sports
Education	Medicine	Teaching
Engineering	Mercantile Enterprise	Veterinary Medicine
Farming	Military Activities	

In addition, a general index of all the occupational opportunities is devised in order to derive a general description of the factors affecting guidance counselors' perceptions of occupational opportunities. An index of male career opportunities is constructed by adding the ratings

given to each career field by counselors according to the number of opportunities which they believe to exist in these fields for male students. The sum is then divided by the total number of career fields, thereby producing an overall average rating for male career opportunities. The procedures are repeated to obtain an index of female career opportunities. These measures will allow comparisons of opportunities for male and female students.

Operationalization of the Independent Variables

Race. The measured operational definition of the independent variable of race is the dichotomy of Native American or non-Native American. To prevent respondent bias, this information is determined indirectly through the membership list of the South Dakota Indian Counselors Association as well as personal knowledge of the race of the respondents.

Sex. The measured operational definition of the independent variable of sex is the self-reported dichotomy of male or female as given by the respondents in answer to a question requesting them to cite their sex. Sex of student is operationally defined by the research instrument questions which ask respondents to rate career opportunities for each sex.

Operationalization of the Control Independent Variable

The measured operational definition of the control variable of school location is the response to the question asking the counselors the settings of the schools in which they work. The possible answers are grouped into reservation and nonreservation areas.

Research Instrument

The research instrument in this study is a self-administered questionnaire mailed to sampled guidance counselors along with a stamped, self-addressed envelope. Since this study uses data which are part of a larger research project, only the data relevant to this study are analyzed from the research instrument. The instrument was pretested with counselors attending the annual meeting of the South Dakota Indian Education Association in the fall of 1977 and was revised in accordance with changes made evident by the pretest. A copy of the research instrument is contained in Appendix A of this report.

Statistical Techniques of Analysis

The data produced by this research require a nonparametric level of statistical analysis. The variables of race and sex and school location are dichotomized in this study in order to treat them as interval-level measures. The dependent variable, perceptions of career opportunities, is rank-ordered according to the amount of career opportunities in the selected career fields and is an ordinal-level of measurement. Statistical tests of correlation are made for each independent variable and dependent variable relationship.

Two related statistical tests of correlation and resulting measures are exercised in this investigation. These measures are the Kendall rank-order correlation coefficient and the partial correlation coefficient. The former, Kendall's tau, provides a test of relationship between the dependent and independent variables and is more effective in data where a large number of tied ranks are expected. The latter,

partial correlation coefficient, allows the statistical control of the control independent variable in this study. These two methods were selected as statistical tools in this study due to their assumptions of ordinal-level measurement and of a population which is not normally distributed. These two statistical tests best fit the aim of this research investigation. One-tailed tests of significance are made in this data analysis and the level of significance for data relationships is the 0.05 level.

Analysis of Data

Expectation states theory suggests the following relationships:

1. Native American counselors will perceive more career opportunities for Native American students than will non-Native American counselors.

2. Male and female counselors will perceive more career opportunities for Native American male students than for Native American female students.

The expected associational relationships between the dependent variable and the independent variable are presented in Table 1.

Table 1

Expected Relationships Between Dependent and Independent Variables

	Race of Counselor		Sex of Counselor and Student			
Perceptions of Career Opportunities	Native American	Non-Native American	Male Counselor and Male Student	Female Counselor and Male Student	Male Counselor and Female Student	Female Counselor and Female Student
Many Opportunities	X	0	X	X	0	0
Few Opportunities	0	X	0	0	X	X

The expected associational relationships between the dependent variable and the control independent variable are presented in Table 2 and are expressed in the following statement:

> Counselors in school locations in nonreservation areas with low proportions of Native American students will perceive more career opportunities for Native American students than will counselors in school locations in reservation areas with high proportions of Native American students.

Table 2

Expected Relationships Between Dependent and Control Independent Variables

Perceptions of Career Opportunities	School Location	
	Reservation	Nonreservation
Many Opportunities	0	X
Few Opportunities	X	0

Chapter 5

ANALYSIS OF THE RESEARCH DATA

Introduction

The analysis of the data generated by the research instrument in this study consisted of two nonparametric tests of correlation. These tests were Kendall's rank-order correlation and partial correlation. In addition, frequency distributions and crosstabulations and their resulting measures of association were obtained for the data. This chapter is devoted to the presentation of the results produced by the procedures. First, a general description of the sample used in the tabulation of these results is given. The second section contains a general overview of counselors' perceptions of occupational opportunities. The next three sections of this chapter are devoted to the association of the independent variables with the dependent variables. The final portion of this chapter summarizes the results and relates the findings to the problem and hypotheses under study in this investigation.

General Description of the Sample

Of the returned schedules, 135 were usable in the analysis of data. The seemingly low response rate is probably in part due to a large number of schedules sent to counselors who do not have Native American clients or to counselors who were not directly involved in counseling work at the time of the survey. Nevertheless, the final sample is large enough to allow analysis of the data.

Of the sampled counselors, eighteen or about thirteen percent are Native American and one hundred seventeen or eighty-seven percent are non-Native American. Approximately one-third of them counsel clientele composed of fifty percent or more Native American students. Of the counselors with a high proportion of their clientele who are Native Americans, twenty-seven percent have at least seventy-five percent of their clients identified as Native American. The majority of counselors, however, counsel clientele made up of less than twenty-five percent Native American students. The majority of the counselors work in nonreservation, urban settings. Over half of the counselors work with junior and senior high students. Approximately eighteen percent are employed in schools in rural, nonreservation areas. A slightly smaller percentage, fifteen percent, work in reservation schools. Six of the counselors are not in school situations and, because of this, are not included in much of the data analysis. Male counselors outnumber female counselors by six. Three counselors did not report their sex. In summary, the respondent in this study is more likely to be a male, non-Native American counselor who works in an urban nonreservation school location and counsels a junior and senior high school clientele composed of twenty-five percent or less Native American students.

Overview of Guidance Counselors' Perceptions of Career Opportunities

Counselors were asked to rate the amount of occupational opportunities they saw to exist for male Native American clients and for female Native American clients as separate groups in twenty-nine

Table 3

Percentage of Respondents Who See Many or a Fair Number of Opportunities in Career Fields for Male and Female Students and the Rank of the Career Field According to the Amount of Opportunities

Career Field	Proportion of Respondents Who See Great Opportunities for Male Students	Rank	Proportion of Respondents Who See Great Opportunities for Female Students	Rank
Accounting	63%	12	67%	10
Agri-Business	61%	15	34%	23*
Agricultural Extension	45%	26	32%	26
Business Management	57%	16	55%	14
Counseling	82%	2	81%	2
Creative Arts	75%	6	75%	6
Dentistry	51%	22*	49%	17
Education	82%	3	84%	1
Engineering	53%	19	36%	22
Farming	46%	25	28%	29
Forestry	51%	21	34%	23*
Tribal Government	89%	1	78%	4
State Government	71%	9*	68%	9
Federal Government	76%	5	70%	8
Health Services	66%	11	78%	5

Table 3 (cont.)

Career Field	Proportion of Respondents Who See Great Opportunities for Male Students	Rank	Proportion of Respondents Who See Great Opportunities for Female Students	Rank
Horticulture	29%	29	26%	28
Law	53%	18	51%	15*
Medicine	56%	17	57%	13
Mercantile Enterprises	33%	28	33%	25
Military Service	78%	4	61%	12
Natural Sciences	50%	24	47%	18
Park Service	51%	22*	40%	20
Ranching	52%	20	30%	27
Religious Activities	63%	13	51%	15*
Skilled Trade	72%	8	62%	11
Social Service	71%	9*	74%	7
Sports	58%	14	45%	19
Teaching	74%	7	79%	3
Veterinary Medicine	41%	27	38%	21

*Tied with another career

N = 135

occupational and career areas. Table 3 presents each occupational category and the proportion of the respondents who believe many opportunities or a fair number of opportunities exist in these fields for male and female students. The rank of each field from the highest proportion of the respondents who see great opportunities to the lowest proportion of the respondents who see great opportunities for each sex is also contained in Table 3.

From the data in Table 3, it appears that the respondents are optimistic about the career opportunities available for both Native American male and female students. In twenty-four of the occupational categories, males were perceived to have many or a fair number of occupational opportunities by fifty or more percent of the respondents. Females were perceived to have fewer occupational opportunities available to them with only sixteen of the occupational categories indicating fifty or more percent of the respondents perceiving many or fair numbers of opportunities.

Both the top and bottom five occupational categories for males and females are similar. The top opportunities for males are, in order of greatest to smallest, in the tribal government, counseling, education, military service and the federal government. For females, the top opportunities are in education, counseling, teaching, tribal government and health services. All of these categories for both males and females require some work in the public sector. The bottom five occupations for both males and females with one exception are primarily private sector employment areas. For males, less than forty-seven percent of the respondents saw many or a fair number of occupational opportunities in farming, agricultural extension, veterinary medicine,

mercantile enterprises and horticulture. Less than thirty-four percent of the respondents saw many or a fair number of occupational opportunities for females in mercantile enterprises, agricultural extension, ranching, horticulture and farming. Excluding mercantile enterprises, the occupational categores perceived to have the least amount of opportunities open to both males and females are related to agriculture.

Some of those occupational categories to which the respondents answered "don't know" closely parallel the categories perceived to hold fewer opportunities. Table 4 shows the occupational categories and the percentage of the respondents who answered "don't know" when asked the occupational opportunities which they see to exist for males and females in the categories. The respondents tend to be less familiar with the career opportunities available in horticulture, mercantile enterprises, natural sciences, forestry, engineering and agricultural extension for both males and females, and with the opportunities available for males in dentistry and for females in ranching, park services and farming. The respondents seem to be most familiar with the opportunities in fields closely related to their own, such as counseling, social services, teaching and education.

Sex of the Counselor and the Student and Guidance Counselors' Perceptions of Career Opportunities

This section of this chapter contains results from chi square, Kendall's correlation and partial correlation tests of statistical significance between sex of the respondent and perceptions of the career opportunities of Native American female and male students. Following the presentation of the results, interpretations of these results are given.

Significant Relationships. A simple chi square was computed for

Table 4

Percentage of Respondents Who Responded "Don't Know" to the Number of Occupational Opportunities They See to Exist in Career Fields for Males and Females

Career Field	Proportion of Respondents Who Don't Know Opportunities for Males	Proportion of Respondents Who Don't Know Opportunities for Females
Accounting	11%	11%
Agri-Business	8%	13%
Agricultural Extension	17%	17%
Business Management	10%	10%
Counseling	5%	5%
Creative Arts	6%	6%
Dentistry	18%	16%
Education	6%	5%
Engineering	17%	17%
Farming	15%	17%
Forestry	17%	21%
Tribal Government	7%	8%
State Government	6%	6%
Federal Governemnt	7%	8%
Health Services	11%	8%
Horticulture	26%	29%
Law	11%	12%

Table 4 (cont.)

Career Field	Proportion of Respondents Who Don't Know Opportunities for Males	Proportion of Respondents Who Don't Know Opportunities for Females
Medicine	12%	12%
Mercantile Enterprises	22%	22%
Military Service	8%	9%
Natural Sciences	21%	22%
Park Service	15%	18%
Ranching	14%	19%
Religious Activities	16%	16%
Skilled Trade	7%	6%
Social Service	5%	5%
Sports	13%	14%
Teaching	5%	5%
Veterinary Medicine	15%	16%

N = 135

the associations of each of the occupational categories for males and females with the sex of the respondent. Chi square is a test of statistical significance which determines whether a systematic relationship exists between two variables. Significant relationships at the 0.05 level were found to exist between the dependent variable, perceptions of occupational opportunities, and the independent variable, sex of the respondent, for ten occupational categories. The relationships between sex of the respondent and the number of occupational opportunities are significant in five male occupations: farming; state and federal government services; ranching; and sports.

The significant relationship between sex of the respondent and perceptions of opportunities for males in farming is shown in Table 5.

Table 5

Significant Chi Square Relationship between Sex and Farming Opportunities for Males*

Sex of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Male	13	43	36	9	100% (47)
Female	26	28	23	23	100% (47)

*x^2 = 8.04, 3 d.f.
**Rounded

A greater proportion of female respondents than male respondents reported many occupational opportunities in farming for male students.

Females were also more likely than males to see almost no opportunities for males in farming.

Table 6 shows the significant relationship between sex of the respondent and perceptions of opportunities for males in state government.

Table 6

Significant Chi Square Relationship between Sex and State Government Opportunities for Males*

Sex of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Male	22	65	8	6	100% (51)
Female	35	28	33	4	100% (54)

*x^2 = 17.92, 3 d.f.
**Rounded

Combining the many and fair occupational opportunity categories, eighty-seven percent of the males as opposed to sixty-three percent of the females perceived at least a fair number of opportunities for male students in state government.

The significant relationship between sex of the respondent and opportunities for males in federal government is shown in Table 7.

Table 7

Significant Chi Square Relationship between Sex and Federal Government Opportunities for Males*

Sex of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Male	45	45	4	6	100% (51)
Female	43	28	23	6	100% (53)

*x^2 = 8.79, 3 d.f.
**Rounded

In federal government employment for males, ninety percent of the male respondents saw a fair number or many opportunities. Seventy-one percent of the females perceive fair or many opportunities in this career area.

Table 8 presents the significant relationship between sex and opportunities for males in ranching.

Table 8

Significant Chi Square Relationship between Sex and Ranching Opportunities for Males*

Sex of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Male	16	47	27	10	100% (49)
Female	34	21	26	19	100% (47)

*x^2 = 8.93, 3 d.f.
**Rounded

A greater proportion of male respondents than female respondents also saw more opportunities for male students in ranching.

Table 9 illustrates the significant relationship between sex and opportunities for males in sports.

Table 9

Significant Chi Square Relationship between Sex and Sports Opportunities for Males*

Sex of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Male	23	45	17	15	100% (47)
Female	27	45	29	0	100% (49)

*x^2 = 8.79, 3 d.f.
**Rounded

Although an empty cell makes the interpretation of relationships between sex and sports dubious, it appears that a greater proportion of male respondents than female respondents judged there to be limited opportunities for males in sports.

The relationships between sex of the respondent and the number of occupational opportunities for females are significant in five occupations: farming; state and federal government services; horticulture; and mercantile enterprises. Table 10 gives the relationship between sex and opportunities for females in farming.

Table 10

Significant Chi Square Relationship between Sex and Farming Opportunities for Females*

Sex of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Male	4	20	44	31	100% (45)
Female	20	18	22	40	100% (45)

*x^2 = 8.35, 3 d.f.
**Rounded

A larger proportion of female respondents than male respondents claimed many opportunities for female students in farming. Seventy-five percent of the male respondents as opposed to sixty-two percent of the female respondents saw few or almost no opportunities for females in farming.

Table 11 contains the data for the significant relationship between sex and opportunities for females in state government.

Table 11

Significant Chi Square Relationship between Sex and State Government Opportunities for Females*

Sex of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Male	22	60	14	4	100% (50)
Female	33	30	28	9	100% (54)

*x^2 = 10.01, 3 d.f.
**Rounded

A larger proportion of male respondents than female respondents perceived many or a fair number of opportunities for females in state government.

Table 12 shows the significant relationship between sex of the respondent and opportunities for females in federal government service.

Table 12

Significant Chi Square Relationship between Sex and Federal Government Opportunities for Females*

Sex of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Male	43	47	6	4	100% (49)
Female	44	27	21	8	100% (52)

*x^2 = 7.44, 3 d.f.
**:Rounded

Once again, males perceived more opportunities for females than did female respondents. A larger proportion of males reported many or a fair number of opportunities for females in federal government employment.

Table 13 gives the significant relationship between sex and opportunities for females in horticulture.

Table 13

Significant Chi Square Relationship between Sex and Horticulture Opportunities for Females*

Sex of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Male	5	36	41	18	100% (39)
Female	16	19	27	38	100% (37)

*x^2 = 8.00, 3 d.f.
**Rounded

A higher proportion of male respondents than female respondents perceived many or a fair number of opportunities for female students in horticulture. More female respondents than male respondents reported almost no opportunities for females in horticulture.

The final chi square relationship, between sex and opportunities for female students in mercantile enterprises, is contained in Table 14.

Table 14

Significant Chi Square Relationship between Sex and Mercantile Enterprise Opportunities for Females*

Sex of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Male	11	36	41	11	100% (44)
Female	13	30	23	35	100% (40)

*x^2 = 7.66, 3 d.f.
**Rounded

A greater proportion of females than males reported few or almost no opportunities for female students in mercantile enterprises. Thirty-five percent of the female respondents as opposed to eleven percent of the male respondents saw almost no opportunities for females in this career field.

In summary, according to significant chi square relationships, greater proportions of male respondents than of female respondents perceive fair numbers of opportunities or many opportunities for male students in farming, state government, federal government and ranching and for female students in state government, federal government, horticulture and mercantile enterprises. Greater proportions of female respondents than of male respondents perceive fair numbers of oppor-

tunities or many opportunities for male students in sports and for female students in farming.

Kendall's correlation coefficients describe the strength and direction of a relationship between two variables. Upon computing the Kendall's correlation coefficients, using listwise deletion for the relationships between the dependent and independent variables, two relationships were found significant at the 0.05 level. These two relationships were between sex and opportunities for males in the natural sciences and between sex and opportunities for females in park services. Probably due to the effects of missing observations, these relationships were not found in the simple chi square tests of relationship. Both of these relationships held in partial correlation procedures when controlling for school location. When controlling for race, one of the relationships significant in the Kendall's correlation procedure, sex and park service opportunities for females is not significant. The other relationship remains significant. When controlling for both race and school location, one of the relationships, the relationship of sex to park service opportunities, is no longer significant and a relationship between sex and opportunities for females in veterinary medicine, previously not significant, is detected. Table 15 presents the Kendall's correlation coefficients, zero order partials and partial correlation coefficients for these relationships.

Table 15

Kendall's Tau, Zero Order Partials and Partial Order Correlation Coefficients for Significant Relationships between Sex and Occupational Opportunities

Career Field	Kendall's Tau N=48	Zero Order Partials (d.f.=46)	Partial Correlation Coefficients: School Location Controlled (d.f.=45)	Race Controlled (d.f.=45)	School Location and Race Controlled (d.f.=44)
Male Natural Sciences	-0.2522*	-0.2876*	-0.2921*	-0.3104*	-0.2961*
Female Park Services	0.2237*	0.2502*	0.2522*	0.2097	0.2166
Female Veterinary Medicine	-0.1271	-0.1179	-0.1180	-0.2296	-0.2484*

*Significant at the 0.05 level

The negative relationship between opportunities for males in natural sciences and sex, shown in Table 15, is expressed in the following statement: female respondents tend to perceive more occupational opportunities for male students in natural sciences, and, conversely, male respondents tend to perceive less occupational opportunities for male students in natural sciences. This is a significant difference at the 0.05 level.

Table 15 also illustrates the second variable relationship, between sex and the occupational opportunities for females in park services, and the derived Kendall's correlation coefficient. This is significant at the 0.05 level. This positive relationship is

expressed in the following: female respondents tend to perceive less occupational opportunities for female students in park services, and, conversely, male respondents tend to perceive more occupational opportunities for female students in park services.

When controlling for school location, the relationships between sex and opportunities for male students in natural sciences and between sex and opportunities for females in park services are maintained in the same direction at the 0.05 level of significance. When controlling for race of the respondent only, the significant relationship between sex and male, natural science opportunities is held. However, the significant relationship between sex and park service opportunities for females disappears.

When both school location and race of the respondent are held constant, the negative relationship between sex and opportunities for male students in natural sciences again is significant. In addition, a relationship between sex of the respondent and the occupational opportunities available for female students in veterinary medicine becomes significant at the 0.05 level. The relationship, as shown in Table 15, is expressed in the following: female respondents tend to perceive significantly more opportunities for female students in veterinary medicine than do male respondents.

In summary, the statistical test of Kendall's correlation coefficient produced significant relationships between sex of the counselor and occupational opportunities for males in the natural sciences and for females in park services. The relationship between sex and natural science opportunities for males remains significant when

controlling for school location but not when controlling for race and both race and school location. Finally, a relationship between sex and opportunities for females in veterinary medicine that was previously undetected is significant only when controlling for both race and school location.

Interpretations of relationships between sex and occupational opportunities. Significant chi square relationships between sex of the counselor and perceptions of occupational opportunities for males were found to exist in the career fields of farming, state government service, federal government service, ranching and sports. Significant chi square relationships between sex of counselor and perceptions of occupational opportunities for females were found to exist in the career fields of farming, state government service, federal government service, horticulture and mercantile enterprises. Since the chi square test of statistical significance only determines whether a systematic relationship exists between two variables and does not show the strength or direction of a relationship, interpretations from this analysis technique are limited. The occurence of significant chi square relationships not detected by any further statistical tests may be due in part to differences in the total number of observations used to compute the coefficients. Missing observations were deleted listwise for correlation coefficients in order to ensure that the coefficients were computed for the same segments of the sample.

The Kendall's correlation test discovered two significant raltionships between sex of the respondent and perceptions of occupational opportunities. Female respondents tend to perceive more opportunities for male students in natural sciences than do male respondents. In

the second significant relationship, male respondents tend to perceive more opportunities for female students in park services than do female respondents. These two relationships were also found to be significant in zero order correlations.

When employing test or control variables, it is imperative for interpretation to know the relationships between the control variable and the dependent variable and between the control variable and independent variable. Table 16 presents the zero order partials for the relationships between each pair of the independent variables.

Table 16

Zero Order Partials for Relationships between Pairs of Independent Variables (d.f.=46)

Independent Variables	Independent Variables		
	Race	Sex	School Location
Race	-	0.2520*	0.4266**
Sex	0.2520*	-	0.0000
School Location	-0.4266**	0.0000	-

*Significant at 0.05 level
**Significant at 0.001 level

From the zero order partials in Table 16, it can be determined that significant relationships exist between race and sex and race and school location. Native American respondents tend to be female while non-Native American respondents tend to be male. In addition, Native American respondents tend to be employed in schools in reservation areas,

whereas non-Native Americans tend to be employed in schools in non-reservation areas. The occurence of a relationship between sex and school location which is not significant may be misleading. Given the strong, significant relationship between race and school location and the significant relationship between race and sex, the possibility exists that more female, Native American counselors are employed in reservation areas. The relationship between sex and school location may be masked by the strong relationship between race and school location.

Table 17 presents the zero order partials for the dependent variables and independent control variables shown to be significantly related to sex in Table 15 on page 87.

Table 17

Zero Order Partials for Independent Control Variables and Dependent Variables Significantly Related to Sex

Dependent Variables	Control Independent Variables	
Career Fields	Race d.f.=46	School Location d.f.=46
Male Natural Sciences	0.0494	-0.1744
Female Park Services	0.2049	-0.1241
Female Veterinary Medicine	0.3563*	-0.0484

*Significant at 0.05 level

It is apparent from Table 17 that only one relationship between the dependent variables found to be significantly related to sex and the independent control variables is significant. Native American respondents tend to perceive fewer opportunities for females in veterinary medicine than do non-Native American respondents.

It is apparent from Table 15 that the relationship between sex and opportunities for males in natural sciences is strong and is maintained regardless of the race of the counselor or the school location of the counselor. Male respondents tend to perceive fewer opportunities for males in natural sciences than do female respondents.

Sex of the respondent is significantly related to perceptions of opportunities for females in park services without any control variables and with school location controlled. The fact that controlling school location makes little difference on the original relationship is to be expected when the low correlations between sex and school location and school location and park service opportunities are considered.

The relationship of sex to park service opportunities is no longer significant when race and both race and school location are controlled. While race is not significantly correlated with female park service opportunities, Native Americans tend to perceive less opportunities. This phenomenon leads to the interpretation that female Native American counselors may be perceiving less opportunities for females in park services, thereby producing a significant relationship between sex and this career field. Given the strength of the relationships of race to the dependent and independent variables, it

is not surprising that sex is not significantly related to opportunities for females in park services when both school location and race are controlled. Race may be an extraneous variable in the relationship between sex and opportunities for females in park services. As previously pointed out, Native American counselors in this sample tend to be female. Native American counselors, though not to a significant degree, tend to perceive less opportunities for females in park services. Thus, the data indicate that it is female Native American counselors, not non-Native American female counselors, who perceive significantly less occupational opportunities for females in park services.

In the final significant relationship, that of sex to veterinary medicine opportunities for females when both race and school location are controlled, race and school location appear to be suppressor variables. In other words, the noncorrelation in the original relationship is spurious. Native Americans to a significant degree tend to perceive less opportunities for females in veterinary medicine. Reservation respondents, though not significantly, tend to perceive less opportunities for females in veterinary medicine. Male respondents, also not to a significant degree, tend to perceive less opportunities for females in veterinary medicine. The true relationship of sex to this career field is concealed by Native American counselors, who tend to be female and to work on reservation lands, who also tend to perceive less opportunities for females in veterinary medicine. Thus, Native American and non-Native American male respondents tend to perceive fewer opportunities for females in

veterinary medicine than do non-Native American female respondents but not necessarily less than Native American females.

Race of the Counselor and Guidance Counselors' Perceptions of Career Opportunities

This section contains results from chi square, Kendall's correlation and partial correlation tests of statistical significance between race of the counselor and perceptions of the career opportunities for Native American students. Following the presentation of these results, interpretations of these results are offered.

Significant relationships. Chi square tests of relationship were used to examine possible significant associations between race of the respondent and perceptions of occupational opportunities for females and for males in the twenty-nine occupational areas. Eight occupational areas were found to be significantly related to the race of the counselor at the 0.05 level.

The significant relationship between race of the respondent and perceptions of opportunities for males in state government is shown in Table 18.

Table 18

Significant Chi Square Relationship between Race and State Government Opportunities for Males*

Race of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Non-Native American	30	49	18	2	100% (89)
Native American	24	24	35	18	100% (17)

*x^2 = 11.58, 3 d.f.
**Rounded

More Native American respondents reported almost no or few opportunities for males in state government than did non-Native Americans. Over half of the Native American respondents cited limited opportunities in this field as opposed to twenty percent of the non-Native American respondents.

The significant relationship between race of the respondent and perceptions of opportunities for males in horticulture is presented in Table 19.

Table 19

Significant Chi Square Relationship between Race and Horticulture Opportunities for Males*

Race of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Non-Native American	9	34	43	15	100% (69)
Native American	8	33	8	50	100% (12)

*x^2 = 9.56, 3 d.f.
**Rounded

Native American respondents perceived almost no opportunities for males in horticulture at a much greater rate than did non-Native Americans. Exactly half of the Native Americans claimed that there are almost no opportunities for males in this field. Only fifteen percent of the non-Native Americans answered with this category.

Table 20 presents the significant chi square relationship between race of the respondent and perceptions of career opportunities for males in the natural sciences.

Table 20

Significant Chi Square Relationship between Race and Natural Science Opportunities for Males*

Race of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Non-Native American	17	44	32	7	100% (72)
Native American	44	19	19	19	100% (16)

*x^2 = 9.40, 3 d.f.
**Rounded

A larger proportion of Native American respondents reported many opportunities for males in the natural sciences than of non-Native American respondents. However, upon dividing the four categories into two categories of high and low opportunities, the differences between the two groups are small.

The significant chi square relationship between race of the respondent and opportunities for males in law is contained in Table 21.

Table 21

Significant Chi Square Relationship between Race and Law Opportunities for Males*

Race of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Non-Native American	23	41	26	11	100% (84)
Native American	44	6	38	13	100% (16)

*x^2 = 7.46, 3 d.f.
**Rounded

Once again, a larger proportion of Native American respondents perceived many opportunities for males in law than did non-Native American respondents. However, approximately half of the Native American respondents saw few or almost no opportunities for males in law as opposed to thirty-seven percent of the non-Native Americans.

The final significant chi square relationship between race of the respondent and opportunities for males is given in Table 22.

Table 22

Significant Chi Square Relationship between Race and Veterinary Medicine Opportunities for Males*

Race of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Non-Native American	22	31	33	14	100% (77)
Native American	31	13	13	44	100% (16)

*x^2 = 9.88, 3 d.f.
**Rounded

A much larger percentage, forty-four percent, of Native American respondents perceived almost no opportuniites for males in veterinary medicine. Only fourteen percent of the non-Native Americans perceived almost no veterinary medicine opportunities for males.

Race is significantly related to the perceptions of occupational opportunities for females in three career areas. Table 23 shows the significant chi square association between race of the respondent and opportunities for females in state government.

Table 23

Significant Chi Square Relationship between Race and State Government Opportunities for Females*

Race of the Respondent	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Non-Native American	30	48	19	3	100% (88)
Native American	24	24	29	24	100% (17)

*x^2 = 11.43, 3 d.f.
**Rounded

A larger percentage of Native Americans than of non-Native Americans were pessimistic about the opportuniites for females in state government. Over half of the Native American respondents, as opposed to about a fifth of the non-Native American respondents, reported few or almost no state government opportunities for females.

Table 24 presents the significant chi square relationship between race and opportunities for females in social services.

Table 24

Significant Chi Square Relationship between Race and Social Service Opportunities for Females*

Race of the Respondents	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Non-Native American	43	42	15	0	100% (91)
Native American	20	47	27	7	100% (15)

*x^2 = 8.80, 3 d.f.
**Rounded

Non-Native Americans at a greater rate than Native Americans perceived many or a fair number of opportunities for females in the social services. While seven percent of the Native American respondents saw almost no opportunities for females in this area, none of the non-Native Americans believed this to be true.

The significant relationship between race of the respondent and opportunities for females in veterinary medicine is shown in Table 25.

Table 25

Significant Chi Square Relationship between Race and Veterinary Medicine Opportunities for Females*

Race of the Respondents	% of Respondents				
	Many Opp't.	Fair Opp't.	Few Opp't.	Almost No Opp't.	Total %** (N)
Non-Native American	17	32	27	24	100% (75)
Native American	31	6	13	50	100% (16)

*x^2 = 8.69, 3 d.f.
**Rounded

Again, non-Native Americans at a greater rate claimed many or fair opportunities for females in veterinary medicine. Sixty-three percent of the Native American respondents perceived few or almost no opportunities in this area for females. Fifty-one percent of the non-Native Americans saw limited opportunities for females in veterinary medicine.

In summary, according to significant chi square relationships between race of the respondent and perceptions of occupational opportunities, greater proportions of non-Native Americans than of Native Americans perceived many or a fair number of opportunities for males in state government and law and for females in state government and social services. Larger proportions of Native Americans than of non-Native

Americans perceived almost no opportunities for males in horticulture, natural sciences and veterinary medicine and for females in veterinary medicine.

Kendall's correlation coefficients, zero order partials and partial correlation coefficients were also obtained for the relationships of race to opportunities in the selected career fields for Native American male and female students. Table 26 shows the results for the relationships found to be significant through these procedures.

Three significant relationships between race of the counselor and perceptions of occupational opportunities for Native American males were found to exist. These relationships, derived from the Kendall's correlation coefficients, are expressed in the following statements:

1. Non-Native Americans tend to perceive more opportunities for males in state government than do Native Americans.

2. Non-Native Americans tend to perceive more opportunities for males in mercantile enterprises than do Native Americans.

3. Non-Native Americans tend to perceive more opportunities for males in veterinary medicine than do Native Americans

Twelve significant relationships between race of the counselor and perceptions of occupational opportunities for Native American female respondents were found to exist. These relationships, also derived from the Kendall's correlation coefficients, are expressed in the following statements:

1. Non-Native Americans tend to perceive more opportunities for females in accounting than do Native Americans.

2. Non-Native Americans tend to perceive more opportunities for females in agricultural extension than do Native Americans.

3. Non-Native Americans tend to perceive less opportunities for females in creative arts than do Native Americans.

Table 26

Kendall's Tau, Zero Order Partials and Partial Order Correlation Coefficients for Significant Relations between Race and Occupational Opportunities

Career Field	Kendall's Tau N=48	Zero Order Partials (d.f.=46)	Partial Correlation Coefficients: School Location Controlled (d.f.=45)	Partial Correlation Coefficients: Sex Controlled (d.f.=45)	Partial Correlation Coefficients: School Location and Sex Controlled (d.f.=44)
Male State Government	0.2198*	0.2654*	0.2457*	0.3107*	0.2962*
Male Mercantile Enterprises	0.2657*	0.2865*	0.2809*	0.2847*	0.2798*
Male Veterinary Medicine	0.2722*	0.3128*	0.2844*	0.3460*	0.3215*
Female Accounting	0.2617*	0.2804*	0.3050*	0.2898*	0.3175*
Female Ag-Extension	0.2190*	0.2287*	0.2540*	0.2085	0.2334*
Female Creative Arts	-0.2457*	-0.2489*	-0.2666*	-0.2139	-0.2292
Female Engineering	0.2402*	0.2635*	0.2379*	0.2820*	0.2586*
Female Farming	0.2408*	0.2384*	0.1921	0.2864*	0.2444*
Female Forestry	0.2559*	0.2698*	0.2209	0.2687*	0.2185
Female State Government	0.2204*	0.2994*	0.3028*	0.3368*	0.3458*

Table 26 (cont.)

Career Field	Kendall's Tau N=48	Partial Correlation Coefficients: Zero Order Partials (d.f.=46)	School Location Controlled (d.f.=45)	Sex Controlled (d.f.=45)	School Location and Sex Controlled (d.f.=44)
Female Horticulture	0.2972*	0.3265*	0.2982*	0.3484*	0.3228*
Female Medicine	0.2311*	0.2564*	0.2548*	0.2700*	0.2710*
Female Mercantile Enterprises	0.2721*	0.2972*	0.2996*	0.2960*	0.2995*
Female Ranching	0.2530*	0.2724*	0.2461*	0.2625*	0.2347*
Female Veterinary Medicine	0.3201*	0.3563*	0.3716*	0.4017*	0.4241*
Female Business Management	0.2083	0.2511*	0.3202*	0.2595*	0.3334*
Female Skilled Trades	0.1775	0.1732	0.2704*	0.1673	0.2684*

*Significant at 0.05 level

4. Non-Native Americans tend to perceive more opportunities for females in engineering than do Native Americans.

5. Non-Native Americans tend to perceive more opportunities for females in farming than do Native Americans.

6. Non-Native Americans tend to perceive more opportunities for females in forestry than do Native Americans.

7. Non-Native Americans tend to perceive more opportunities for females in state government than do Native Americans.

8. Non-Native Americans tend to perceive more opportunities for females in horticulture than do Native Americans.

9. Non-Native Americans tend to perceive more opportunities for females in medicine than do Native Americans.

10. Non-Native Americans tend to perceive more opportunities for females in mercantile enterprises than do Native Americans.

11. Non-Native Americans tend to perceive more opportunities for females in ranching than do Native Americans.

12. Non-Native Americans tend to perceive more opportunities for females in veterinary medicine than do Native Americans.

In addition to the above fifteen relationships, one other significant relationship was detected in zero order partial correlation. Non-Native Americans tend to perceive more opportunities for females in business management than do Native Americans.

When controlling for the school location, sex and both school location and sex of the respondent, the relationships found to be significant in the Kendall's correlation procedure were maintained for eleven occupational areas. The relationship shown to be significant in zero order partial correlation was also maintained. The four career areas which were discovered not to be significant upon implementing control variables are agricultural extension for females, creative arts or females, farming for females and forestry for females.

The significance of the relationships between race of the respondent and opportunities for females in agricultural extension and creative arts disappeared when sex was held constant. When school location was controlled, the significant relationships between race and opportunities for females in farming and forestry were no longer significant. When controlling both school location and sex, race and opportunities for females in the creative arts and forestry were not significantly associated.

When school location and both sex and school location were held constant, an additional relationship, which was not significant either in Kendall's or zero order partial correlation procedures, became significant at the 0.05 level. Non-Native Americans tend to perceive more opportunities for females in the skilled trades than do Native Americans.

In summary, in all but one of the career areas found to be significantly related to race through the use of Kendall's correlation, zero order correlation or partial order correlation, non-Native Americans tended to perceive more opportunities for Native American students than did Native Americans. Only in the career field of creative arts for females did Native Amerians tend to perceive more opportunities than did non-Native Americans. Zero order partial correlation and partial correlation procedures indicated additional significant relationships between race and career opportunities.

Interpretations of relationships between race and occupational opportunities. Chi square tests of relationship point out eight systematic relationships between race of the respondent and perceptions of career

opportunities. These occupational areas for males are state government, horticulture, natural sciences, law and veterinary medicine. For females, the occupational areas significantly associated with race are state government, social services and veterinary medicine. Interpretations of these relationships are quite limited due to the nature of the chi square test. The failure of further statistical tests to detect some of the significant chi square relationships probably can be attributed to differences in the total numbers of cases used in the procedures.

To properly interpret the correlations of race to perceptions of occupational opportunities, the relationships between the dependent and control variables and between the independent and control variables must be known. From Table 16 on page 89, it is apparent that race is significantly related to sex and school location. Native American respondents tend to be female and to be employed on reservation lands. Table 27 gives the zero order partial coefficients between sex and the significant career fields and between school location and the significant career fields.

Table 27

Zero Order Partials for Independent Control Variables and Dependent Variables Significantly Related to Race

Dependent Variable	Control Independent Variables (d.f.=46)	
Career Fields	Sex	School Location
Male State Government	-0.1300	-0.1040
Male Mercantile Enterprises	0.0446	-0.0778
Male Veterinary Medicine	-0.0828	-0.1359
Female Accounting	0.000	-0.0109
Female Ag-Extension	0.1121	0.0023
Female Creative Arts	-0.1796	0.0184
Female Engineering	-0.0367	-0.1167
Female Farming	-0.1424	-0.1566
Female Forestry	0.0397	-0.1709
Female State Government	-0.0990	-0.0610
Female Horticulture	-0.0411	-0.1393
Female Medicine	-0.0194	-0.0616
Female Mercantile Enterprises	0.0437	-0.0627
Female Ranching	0.0759	-0.1206
Female Veterinary Medicine	-0.1179	-0.0484
Female Business Management	0.000	0.0876
Female Skilled Trades	0.0458	0.1599

It is apparent from Table 27 that none of the control independent variables is significantly related to the dependent variables which are significantly associated with race. Negative coefficients in Table 27 are interpreted as meaning males tend to perceive less opportunities and respondents from reservation areas tend to perceive less opportunities. Positive coefficients are interpreted as meaning females tend to perceive less opportunities and respondents from nonreservation areas tend to perceive less opportunities.

By referring to the information in Table 26 and Table 27, the data can be interpreted to mean that regardless of the sex or school location of the respondent Native Americans tend to perceive less occupational opportunities than do non-Native Americans for Native American males in state government, mercantile enterprises and veterinary medicine and for Native American females in accounting, engineering, state government, horticulture, medicine, mercantile enterprises, ranching, veterinary medicine and business management.

The disappearance of a significant relationship between race and opportunities for females in agricultural extension when sex is controlled is probably due to an intervening effect of sex since Native American counselors in this study tend to be females. Female respondents tend to perceive less opportunities for females in agricultural extension. The data suggest that Native American females significantly perceive less opportunities for females in this career area and not Native American males to any significant degree. School location is a suppressor variable in this relationship as indicated in the relationship in Table 27 which shows that nonreservation respondents tend to perceive

fewer opportunities for females in agricultural extension. Because non-Native Americans tend to be from nonreservation areas, the original relationship is not as strong as the relationship when school location is controlled. The suppressor effect of school location and the extraneous effect of sex partially cancel each other out when they are both controlled, thereby producing a significant effect.

Sex appears to be an intervening variable between race and opportunities for females in the creative arts. Native American counselors tend to be female; female respondents tend to perceive more opportunities for females in the creative arts. Therefore, Native American females significantly perceive more opportunities for females in the creative arts and not Native American males. Sex of the respondent also appears to be the overpowering factor when both school location and sex are controlled.

School location may be an intervening variable between race of the respondent and perceptions of career opportunities for females in both farming and forestry. Native Americans tend to work in reservation areas; respondents from reservation areas tend to perceive less opportunities for females in farming and forestry. Therefore, Native American respondents from reservations perceive less opportunities for females in farming and forestry than do nonreservation Native American respondents. This rationale would explain why the relationships between race and opportunities for females in farming and forestry are no longer significant when controlling for school location. The effect of school location also causes the relationship between race of the respondent and opportunities for females in forestry to not be significant when controlling for both sex and school location.

In the final career area for females, skilled trades, school location is a suppressor variable. In effect, the noncorrelation of the original relationship is spurious. Nonreservation respondents, who are likely to be non-Native Americans, tend to perceive less occupational opportunities for females in the skilled trades. This phenomenon reduces the strength of the original relationship. When the location of the school in which the respondents work is held constant, a significant relationship between race and skilled trade opportunities for females emerges. When controlling for school location, Native Americans tend to perceive fewer opportunities for females in the skilled trades than do non-Native Americans.

School Location and Guidance Counselors' Perceptions of Career Opportunities

This portion of this chapter is devoted to the analysis of the relationships of school location to occupational opportunities. Since no significant relationships were found to exist for this variable and the dependent variables in chi square tests, only Kendall's correlation, zero order correlation and partial correlation results are presented. Interpretations of these results follow their presentations.

Significant relationships. As mentioned in the preceding paragraph, no significant relationships between the respondent's school location and perceptions of career opportunities were indicated in the chi square test. Table 28 presents the results from Kendall's correlation, zero order and partial correlation procedures for significant relationships.

Table 28

Kendall's Tau, Zero Order Partials and Partial Order Correlation Coefficients for Significant Relationships between School Location and Occupational Opportunities

Career Field	Kendall's Tau N=48	Zero Order Partials (d.f.=46)	Partial Correlation Coefficients: Sex Controlled (d.f.=45)	Race Controlled (d.f.=45)	Race and Sex Controlled (d.f.=44)
Male Park Services	-0.2126*	-0.1956	-0.1959	-0.1828	-0.1181
Male Sports	-0.2172*	-0.2438*	-0.2450*	-0.2696*	-0.2603*
Female Natural Sciences	-0.2105	-0.2475*	-0.2486*	-0.1845	-0.1691
Female Skilled Trades	0.1472	0.1599	0.1601	0.2624*	0.2642*

*Significant at 0.05 level

Two significant relationships of school location to career opportunities were obtained from Kendall's tau procedures. Nonreservation respondents tended to perceive more opportunities for males in park services and sports than did reservation respondents. The former relationship, school location with park service opportunities, was not maintained when controlling for sex, race and both sex and race. Neither was it detected with zero order partial correlation. However, the relationship between school location and opportunities for males in sports was sustained when controlling separately and simultaneously for race and sex. It was also significant in zero order partial correlation.

Two additional significant associations were discovered that were not shown to be significant in the Kendall's correlation test. When sex of the respondent is held constant, nonreservation respondents tended to perceive more opportunities for females in the natural sciences than did reservation respondents. This relationship was also significant in zero order partial correlation. When controlling for race and both race and sex, reservation respondents tended to perceive more opportunities for females in skilled trades than did nonreservation respondents. This association was not significant in zero order partial correlation or when controlling for sex of the respondent.

In summary, Kendall's correlation revealed two significant relationships between the location of the school in which the respondent is employed and the opportunities for males in sports and park services. Zero order partial correlation discovered significant relationships between school location and opportunities for females in natural sciences and for males in sports. When controlling for sex, these significant relationships as detected by the zero order partials were maintained. When controlling for race, the associations of school location with opportunities for males in sports and for females in skilled trades were significant. These two associations also were significant when controlling for both race and sex. In all of the relationships with the exception of opportunities for females in the skilled trades, nonreservation respondents tended to perceive more opportunities than did reservation respondents.

Interpretations of relationships between school location and occupational opportunities. Chi square tests of relationship did not

detect any relationships between school location and opportunities which are significant at the 0.05 level. Kendall's correlation produced significant relationships between school location and opportunities for males in park services and sports.

As an aid to the interpretation of the results, Table 29 presents the zero order partials of the relationships between the control independent variables and the dependent variables found to be significantly related to school location. Table 16 on page 89 gives the zero order partials of the relationships between pairs of independent variables.

Table 29

Zero Order Partials for Independent Control Variables and Dependent Variables Significantly Related to School Location

Dependent Variable	Control Independent Variables (d.f.=46)	
Career Fields	Race	Sex
Male Park Services	0.0721	0.0477
Male Sports	0.0000	-0.0990
Female Natural Sciences	0.1966	-0.0946
Female Skilled Trades	0.1732	0.0458

Race is significantly related to sex and school location. Native American respondents tend to be female and to live in reservation areas. None of the independent control variables is significantly associated with the dependent variables. However, slight relationships do exist for some of the associations. Positive coefficients are interpreted as meaning males and non-Native Americans perceive more opportunities and negative coefficients mean that females and Native Americans perceive more opportunities.

It appears that regardless of the race or sex of the respondent, nonreservation respondents tend to perceive more opportunities for males in sports. The significant correlation between school location and opportunities for males in park services as detected by Kendall's correlation coefficients is extremely weak. The significance is probably due to the intervening effect of race. Nonreservation respondents tend to be non-Native Americans, and non-Native Americans tend to perceive more opportunities for males in park services. The same process is likely to be occurring to produce the significant relationship for female, natural science opportunities in zero order partial correlation and in partial correlation when holding sex constant. Race is intervening between school location and perceptions of natural science opportunities for females. Nonreservation respondents tend to be non-Native Americans who, in turn, tend to perceive more opportunities for females in natural sciences. Race is also the apparent contributing factor to the lack of a significant relationship when both race and sex are controlled.

Race seems to be a suppressor variable in the relationship of

school location to opportunities for females in the skilled trades. Its effects conceal the true relationship of these variables. Reservation respondents perceive more opportunities for females in the skilled trades while Native Americans perceive less. Because Native Americans tend to work in reservation areas, the effects of race minimize the effects of school location. Apparently, non-Native Americans who live on reservations tend to perceive more opportunities for females in skilled trades than do nonreservation respondents but not necessarily more than Native American, reservation respondents.

Interpretations of the Research Findings and their Relations to the Problem and Hypotheses

This section summarizes the findings as presented previously in this chapter. The findings are then applied to the hypotheses which are tested in this study. Finally, the findings of this research endeavor are related to the general problem under study.

Summary of research findings. The data of this study were subjected to Kendall's correlation and partial correlation procedures in order to determine whether significant relationships exist between the race, sex and school location of the counselor and their perceptions of occupational opportunities for Native American students. The dependent variables were tested for male students and female students as separate groups.

A significant relationship was found between sex and the perceptions of opportunities at the 0.05 level regardless of controls. It is as follows: female respondents tend to perceive more opportunities for males in natural sciences than do male respondents.

Twelve relationships between race and perceptions of career opportunities were found to be significant at the 0.05 level regardless of the control variables. Non-Native Americans tend to perceive more opportunities for males in state government, mercantile enterprises and veterinary medicine than do Native Americans. Non-Native Americans tend to perceive more opportunities for females in accounting, engineering, state government, horticulture, medicine, mercantile enterprises, ranching, veterinary medicine and business management than do Native Americans.

One relationship between school location and perceptions of opportunities was found to be significant at the 0.05 level regardless of the control variables. It is as follows: nonreservation respondents tend to perceive less opportunities for males in sports than do reservation respondents.

The other relationships discussed in the preceding sections either did not remain significant upon the application of control variables or did not become significant until the application of the control variables. Therefore, the influences of sex, race and school location are not considered to be direct, uncontaminated influences in these instances.

Relations of research findings to hypotheses. Two null hypotheses were tested in this research study and are as follows:

Ho = Differences in the states of the diffuse status characteristics of race and sex are not associated with differences in the counselors' perceptions of career opportunities for Native American students.

Ho = Differences in school location are not associated with differences in the counselors' perceptions of career opportunities for Native American students.

On the basis of the research findings, the first null hypothesis can be rejected at the 0.05 level of significance in the relationships of race to perceptions of career opportunities in the career areas of state government, mercantile enterprises and veterinary medicine for male students and in the career areas of accounting, engineering, state government, horticulture, medicine and business management for female students. For the remaining career fields, the null hypothesis must be retained. The first null hypotheses can be rejected at the 0.05 level of significance in the relationships of sex to perceptions of career opportunities in the career field of natural sciences for male students. For the remaining career fields, the null hypothesis must be retained.

On the basis of research findings, the second null hypothesis can be rejected at the 0.05 level of significance in the relationship of school location to perceptions of opportunities in the career field of sports for males. For the remaining career fields, the null hypothesis must be retained.

In order to obtain a clear, general indication of the relationships of the three independent variables with the dependent variables, two indices, one for each sex, were created which collapsed all the career fields according to the sex of the student and produced an overall rating of opportunities. Table 30 presents the results of the procedure for the correlations of the independent variable of sex and the index of male opportunities and the index of female opportunities.

Table 30

Kendall's Tau, Zero Order Partials and Partial Order Correlation Coefficients for the Relationships of Sex to Male and Female Indices of Career Opportunities

Career Index	Kendall's Tau N=48	Zero Order Partials (d.f.=46)	Partial Correlation Coefficients: Race Controlled (d.f.=45)	Partial Correlation Coefficients: School Location Controlled (d.f.=45)	Partial Correlation Coefficients: School Location and Race Controlled (d.f.=44)
Male Opportunities	-0.0226	-0.0792	-0.1049	-0.0795	-0.0997
Female Opportunities	0.0525	-0.0046	-0.0674	-0.0046	-0.0740

It is obvious from Table 30 that sex of the respondent is not significantly related to perceptions of career opportunities for either male or female students. This result is not contradictory to previous findings which showed few career fields related significantly to the sex of the respondent.

Table 31 illustrates the relationships of school location to the indices of career opportunities for males and for females.

Table 31

Kendall's Tau, Zero Order Partials and Partial Order Correlation Coefficients for the Relationships of School Location to Male and Female Indices of Career Opportunities

Career Index	Kendall's Tau N=48	Zero Order Partials (d.f.=46)	Partial Correlation Coefficients: Race Controlled (d.f.=45)	Sex Controlled (d.f.=45)	Race and Sex Controlled (d.f.=44)
Male Opportunities	-0.0848	--0.0819	-0.0498	-0.0822	-0.0374
Female Opportunities	-0.0370	-0.0568	0.0487	-0.0568	0.0575

In addition to the sex of the respondent, school location is also not significantly related to the indices of career opportunities for males or females. This is not surprising given the few career fields found to significantly relate to school location. In both the relationships of school location and of sex to the index of female opportunities, the directions of the correlations change when controlling for race. This phenomenon indicates the intervening, distorting significance of race.

Table 32 presents the relationships of race to the indices of career opportunities for males and for females.

Table 32

Kendall's Tau, Zero Order Partials and Partial Order Correlation Coefficients for the Relationships of Race to Male and Female Indices of Career Opportunities

Career Index	Kendall's Tau N=48	Zero Order Partials (d.f.=46)	Partial Correlation Coefficients: Sex Controlled (d.f.=45)	School Location Controlled (d.f.=45)	School Location and Sex Controlled (d.f.=44)
Male Opportunities	0.0871	0.0870	0.1109	0.0577	0.0834
Female Opportunities	0.1873	0.2336*	0.2426*	0.2318*	0.2427*

*Significant at the 0.05 level

Although not significant in Kendall's correlation, race is significantly associated with the index of female career opportunities in zero order partial correlation and partial correlation when sex and school location are controlled and both sex and school location are controlled simultaneously. The positive relationship indicates that Native Americans tend to perceive less career opportunities for female students than do non-Native Americans. This significant relationship is also not unexpected in light of the numerous significant associations of race to the career fields of females.

The above analyses point to the rejection of the null hypothesis

of no relationship between race and career opportunities. The null hypotheses of no difference in career perceptions according to the sex and school location of the counselors must be retained.

Relations of research findings to the research problem. The problem under study in this research investigation asks, in essence, four questions. These are as follows:

1. To what extent is the sex of the counselor associated with guidance counselors' perceptions of the career opportunities of Native American students?

2. To what extent is the school location of the counselor associated with guidance counselors' perceptions of the career opportunities of Native American students?

3. To what extent is the race of the counselor associated with guidance counselors' perceptions of the career opportunities of Native American students?

4. To what extent is the sex of the student associated with guidance counselors' perceptions of the career opportunities of Native American students?

In answer to the first question, the association of sex of the counselor to perceptions of opportunities, the data indicate that the sex of counselors makes little difference in the perceptions they hold of students' opportunities. Only in one of the possible fifty-eight career fields for both sexes was sex of the counselor directly and significantly related to perceptions of occupational opportunities. Males tend to perceive fewer opportunities for male students in the natural sciences than do females.

In addition to the sex of the counselor, the location of the school in which the counselor is employed is not associated to any large degree with the counselor's perceptions of career opportunities. In only one of the possible fifty-eight career categories for both sexes was there

a significant, direct relationship between these variables. Nonreservation counselors perceive fewer opportunities for males in sports than do reservation counselors.

Contrary to the previous two variables, race of the counselor is associated to a great extent with perceptions of career opportunities. Direct, significant relationships exist between these variables in three occupational areas for males and in nine areas for females. Native American counselors to a significant degree perceive fewer opportunities for males in state government, mercantile enterprises and veterinary medicine and for females in accounting, engineering, state government, horticulture, medicine, mercantile enterprises, ranching, veterinary medicine and business management than do non-Native American counselors.

The answer to the final question posed by this research investigation lies in the correlation of opportunities for males and of opportunities for females. The index of male opportunities and the index of female opportunities were subjected to correlation procedures to determine whether they are significantly associated. The results of this procedure show that these two indices are correlated regardless of controls in the same direction at the 0.001 level of significance. The means of each differ by only 0.0769. Generally, respondents tend to perceive fair numbers of opportunities for both male and female Native American students.

Chapter 6

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Introduction

This chapter of the research report contains three sections. The first portion includes a summary of the research investigation. The second section outlines the major conclusions that are indicated by the findings of this study and some of the limitations of this study. The final topic discussed in this chapter is the implications of the research report.

Summary

The question under scrutiny in this study required the examination of the effects of race, sex and school location on guidance counselors' perceptions of the career opportunities of Native American female and male students. The need for a study of this type was accentuated by the relative absence of systematic sociological study of the guidance and counseling area. An inquiry of this nature has both practical and theoretical consequences. At the outset of this report, three objectives were specified as matters to be accomplished by the study. This section of the chapter reiterates those objectives and summarizes the report in terms of each objectives.

Objective 1. The first objective of this study was the identification of guidance counselors' perceptions of the occupational opportunities existent for Native American students. The review of research literature revealed the importance of the guidance counselor as a

significant other who is in the position to influence student aspirations and subsequent attainments. The counselor, as a significant other, acts as a role model for students and conveys to students expectations for their behaviors. In turn, students act in accordance with what they believe to be the expectations of these others. Counselors are also important due to their professional role. Guidance counselors are in positions which allow them to be credible sources of career information for students. They seem to be especially recognized as information sources by those students who are most unsure of future career-related decisions.

The data, analyzed to determine the perceptions of counselors, were gathered through the use of a self-administered questionnaire given to counselors of Native American students in South Dakota and consisted primarily of the counselors' ratings of the amount of opportunities in twenty-nine career fields for each sex. The examination of these data identified guidance counselors' perceptions of Native American students' opportunities.

Counselors perceive many or fair opportunities to exist for students in federal and tribal government, counseling, education, health services, teaching and military services. Fifty percent or more of the counselors claimed many or fair opportunities for males in twenty-four of the career fields and for females in sixteen of the career fields. Those occupational categories perceived by the counselors to contain the fewest opportunities include farming, agricultural extension, horticulture, mercantile enterprises, veterinary medicine and ranching. The counselors are least familiar with the opportunities available for

students in horticulture, mercantile enterprises, natural sciences, engineering, agricultural extension, dentistry, forestry and farming. Counselors exhibited knowledge of the opportunities for students most frequently in the career areas of counseling, teaching, education and social services. Both the indices of male career opportunities and female career opportunities determined that counselors generally perceive a fair number of opportunities to be available for Native American students.

Objective 2. The second objective of this study was the determination of the association of the counselor's race, the counselor's sex, the location of the school in which the counselor is employed and the sex of the student with the guidance counselor's perceptions of career opportunities. The review of literature described factors which could affect the efficacy of the counselor role. According to research literature, secondary characteristics and situational factors are among the factors which could potentially influence the functions of counselors.

Literature concerning the schools attended by Native Americans suggested that Native Americans who are educated in schools with large proportions of white students tend to reach higher levels of achievement than students in school with large proportions of Native American students. This differential achievement may be due to dissimilar degrees of assimilation of these students or to differences in the social climates of these schools. Within these schools of largely Native American enrollment, parents and educators hold conflicting ideas of the goal of education. This incongruence may cause educational problems for Native American students. Prior research also suggested that Native American students also may have difficulties setting and obtaining career goals because their conceptions of careers are often limited.

Native American students, as pointed out by research literature, sometimes encounter racial prejudice and discrimination from non-Native American educators. Some researchers believe Native American people should educate Native American children. In some instances, education ignores the cultural needs of Native American students and is used only as a vehicle for the acculturation of these students. Racial differences between counselor and client may also disrupt counseling interaction and produce ineffective counseling outcomes.

Previous research studies describe situations where the sex of the client and of the counselor interferes with the counseling process. Sexual bias, for the most part, is manifested toward females who aspire to nontraditional career goals. However, males may also encounter unfavorable attitudes from counselors who think their career goals are unsuitable. Both female and male counselors may demonstrate negative bias toward nontraditional occupational and educational aspirations.

Data analyses pertinent to this objective were conducted employing Kendall's rank-order correlation and partial correlation. The associations of race, sex and school location with perceptions of occupational opportunities for males and females were judged to be significant at the 0.05 level. Each independent variable was correlated separately with perceived opportunities for males and for females in each career field and with a general index of career opportunities for each sex. Control variables were also applied at appropriate points in the analyses.

The null hypothesis of no difference between the race of the

counselor and perceptions of career opportunities was rejected at the 0.05 significance level for male students' opportunities in state government, mercantile enterprises and veterinary medicine and for female students' opportunities in accounting, engineering, state government, horticulture, medicine, mercantile enterprises, ranching, business management and veterinary medicine. In all of the above categories, Native American counselors tend to perceive fewer opportunities than do non-Native American counselors.

The null hypothesis of no difference between the sex of the counselor and perceptions of career opportunities was rejected at the 0.05 significance level for opportunities for males in the natural sciences. In this career field, male counselors tend to perceive fewer opportunities for males than do female counselors.

School location was the primary control independent variable in this investigation. As a control variable, it offers an alternative hypothesis for the examination of counselors' perceptions. The null hypothesis of no difference between the school location of the counselor and perceptions of career opportunities was rejected at 0.05 significance level for males in sports. Nonreservation counselors tend to perceive fewer opportunities for males in sports than do reservation counselors.

Upon testing the effects of each independent variable on the index of male career opportunities, no differences were discovered to exist according to the race, sex or school location of the counselor. Generally, male and female counselors tend to percieve similar opportunities for male students. Generally, reservation and nonreservation counselors tend to perceive similar opportunities for male students. Generally,

Native American and non-Native American counselors tend to perceive similar opportunities for male students.

When testing the effects of each independent variable on the index of female career opportunities, no differences were apparent according to the sex or school location of the counselor. However, differences were found according to the race of the counselor. Generally, male and female counselors tend to perceive similar opportunities for female students. Generally, reservation and nonreservation counselors tend to perceive similar opportunities for female students. Generally, Native American counselors tend to perceive less opportunities for females than do non-Native American counselors.

An overall comparison of perceptions of opportunities for male students and of perceptions of opportunities for female students resulted in a significant correlation relationship at the 0.001 level. No differences exist between counselors' perceptions of opportunities for female and for male students.

Objective 3. The final objective of this study was the development of a model to describe and predict differences in guidance counselors' perceptions of Native American students' opportunities. School location was offered as an alternative, control variable in this research. In order to meet the requirements of this objective, expectation states theory was delineated and presented in terms of this research problem. Central to this theoretical perspective is the notion of differentially evaluated status characteristics possessed by individuals from which general expectations for individuals are formed. Race and sex are such status characteristics. These characteristics become relevant to

individuals, who must be involved in a task situation and possess different states of these characteristics, when they have not been previously claimed to be irrelevant to or dissociated from the task and are defined as a point of difference by culture. The tenets of expectation states theory claim that these status characteristics dictate the types of general performance expectations formed for task group members and that the general performance expectations lead to the specific performance expectations formed for task group members. If group members differ on more than one status characteristic, the multiple status information is processed by combining the statuses. If group members possess similar states of a characteristic, equal performance expectations are not formed. The expectation states theory resulted in the specification of a hypothesis for this research investigation which proposed that differences in race and sex are associated with differences in counselors' perceptions of occupational opportunities.

The findings of this study indicate that different perceptions of opportunities are not formed for male students by male and female counselors in twenty-eight of the twenty-nine occupational areas and are not formed for female students by male and female counselors in any of the twenty-nine occupational areas. The findings of this study also indicate that different opportunity perceptions are not formed for Native American male students by Native American and non-Native American counselors in twenty-six of the twenty-nine occupational areas and are not formed for female students by Native American and non-Native American counselors in twenty of the twenty-nine occupational areas. According to expectation states theory, in these situations of no

differences the status characteristics of race and sex have been dissociated or seen as irrelevant to the task in which counselors and students are involved, the task of the career-decision process. Alternatively, the data of this study may indicate a lack of structural obstacles, as perceived by counselors, to careers for Native American students. Status characteristics may affect counselors' expectations of Native American students but not counselors' perceptions of opportunities available for Native American students. The data of this study do not necessarily mean that status characteristics are not operating in counselor-student interaction.

In terms of expectation states theory, the general findings derived from comparisons employing the indices of career opportunities, imply that different performance expectations are only formed for Native American female students by Native American and non-Native American counselors. Because this relationship does not occur for male students, it appears that for Native American counselors the negative state of "femaleness" causes performance expectations which are negative. This relationship is maintained even when controlling for the sex of the counselor. Clearly, equating characteristics does not produce equal performance expectations. In the other instance, non-Native American counselors have apparently dissociated the characteristics of race and sex from the process of career decision-making for these careers.

Conclusions

This section of the chapter outlines the major conclusions indicated by this study. The conclusions are presented in accordance with

each research objective. The limitations of the study are also contained in this section.

Objective 1. The primary conclusions that can be drawn from the identification of guidance counselors' perceptions of the occupational opportunities of Native American youth are as follows:

1. Counselors are generally optimistic about the opportunities available for Native American students.

2. Counselors are specifically optimistic about opportunities in public sector employment.

3. Counselors perceive relatively few opportunities in agriculturally related employment and mercantile enterprises.

4. Counselors are most unfamiliar with opportunities in agricultural areas, mercantile areas, engineering and dentistry.

5. Counselors are most knowledgeable of opportunities in career fields closely related to their own.

6. Counselors perceive the most opportunities in fields with which they are knowledgeable and the fewest opportunities in fields with which they are least familiar.

Objective 2. The foremost conclusions that can be presented from the determination of the association of race, sex and school location with guidance counselors' perceptions of occupational opportunities are as follows:

1. The sex of counselors does not influence their perceptions of opportunities for male or female students.

2. The locations of schools in which counselors are employed do not influence their perceptions of opportunities for male and female students.

3. The race of counselors does not influence their perceptions of opportunities for male students.

4. The race of counselors does influence their perceptions of opportunities for female students.

5. Native American counselors perceive fewer opportunities than non-Native American counselors for female students in careers traditionally defined as masculine employment areas such as medicine, ranching, engineering, veterinary medicine, business management and horticulture.

6. In general, counselors perceive similar amounts of opportunities available to male and female Native American students.

Objective 3. The pertinent conclusions that can be ascertained from the development of a model to describe and predict guidance counselors' perceptions are as follows:

1. The race and the sex of the student have been dissociated from the task of the career-decision process and do not result in differential expectations when counselors are of the same or opposite sex and of different race.

2. The race and the sex of the student have not been dissociated from the task of the career-decision process and result in differential expectations when counselors are of the same or opposite sex and of the same race.

3. The negative state of sex leads Native American counselors to form negative performance expectations.

4. Equating status characteristics in a task situation involving Native American counselors and female Native American students does not produce equal performance expectations.

5. School location does not offer an acceptable, alternative explanation for guidance counselors' perceptions of occupational opportunities.

Limitations. The primary limitation of this study is the small number of Native Americans in the sample. Since few Native American people are counselors, their numbers compared to non-Native American people are few. Another limitation of this study is the processing of missing data in the data analyses. In order to ensure that each statistical test of correlation was conducted with the same segment of the sample, missing data was deleted listwise, thereby reducing the total number

considerably. The final limitation is inherent to survey research. It was impossible in this research to tap, in depth, counselors' perceptions of opportunities. Consequently, the respondents may have exhibited perceptions of opportunities which do not quite reflect their own, true perceptions. Some of the respondents may have provided answers to schedule questions that they believed were more acceptable to the researcher.

Implications

The final section of this research report suggests some of the implications of this study for practice and for research. The implications of this study have ramifications primarily due to the nature of the counseling role. Counselors can both be significant others and information sources for students. In these positions, counselors can have tremendous influence on students' occupational choices. The practical implications are presented first, followed by the research implications.

Implications for practice. Elsewhere in this report it was suggested that Native American youth must enter fields which allow for the socioeconomic development of the resources available to them. This research report indicates that counselors may know the least about the opportunities in these fields and perceive the fewest opportunities in these fields. In the rural reservation areas of South Dakota, agriculture is a prime source of employment and is conducive to the development of the Native American people's resources. However, counselors are either unaware of opportunities in this area or perceive

few opportunities in the agriculture area. The literature also testified to the high value placed by Native American people on agricultural vocations as well as their land. Native American students may well be encountering information from counselors which leads them to choose occupations that neither are in accordance with their desires nor promote the socioeconomic development of their people. Counselors need further information with respect to the opportunities for both male and female students in agriculture.

A somewhat disturbing implication of this study springs from the finding that Native American counselors perceive fewer opportunities for Native American females in male-dominated occupations. This finding implies that Native American counselors may be perpetuating a sexually disparate status quo. Native American counselors should be made aware of their biases in an effort to overcome some of their effects. Female students as well as male students should be encouraged to enter occupations which facilitate the actualization of potentials. An alternative explanation to this phenomena might be that Native American counselors are simply reflecting reality in their perceptions of fewer opportunities for female students. Female Native Americans may really be faced with closed doors and few opportunities in traditionally male-dominated occupations. The implication of this explanation is that employers in these fields should be made aware of the possibly untapped labor pool. Thus, the statuses of these disadvantaged individuals can be raised by affording them more advantaged occupational positions.

The final practical implication of this study is more positive

than the previously mentioned implications. Counselors, for the most part, perceive relatively good opportunities open to male and female students. These perceptions should be encouraged and nurtured so that through their positions as information sources and as significant others they may assist students in aspiring to high educational and occupational goals and, in turn, attaining these educational and occupational goals.

Implications for research. This study suggests the following further research inquiries:

1. An examination of sexual bias among Native American counselors, which would allow a more thorough study of their attitudes toward women and work.

2. An investigation into the aspirations of Native American students, which would allow the detailing of the impact of counselors' perceptions on student aspirations.

3. A study of the actual career attainments of Native American students, which would allow the delineation of the impact of counselors' perceptions on student attainment.

4. A research endeavor concerning the actual interests and aptitudes of Native American students, which would allow the testing of the congruence of counselor advice with student interests.

5. An additional inquiry into factors affecting counselors' perceptions of career opportunities, which would allow the specification of factors, other than race, sex and school location, that may influence counselors' perceptions.

6. A further test of expectation states theory with education personnel other than counselors, which would allow testing the utility of the theory in situations involving Native American students and additional educational significant others such as teachers and administrators.

7. A further test of expectation states theory with likely employers of Native American people, which would allow testing the utility of the theory in actual occupational hiring situations involving Native Americans.

The larger project, of which this study is a part, will address some of the above listed implications for research.

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APPENDIX A
SAMPLE SCHEDULE*

*This instrument is the research schedule of a larger research project. Only some of the data generated by the schedule are analyzed for this study.

COUNSELORS SURVEY

Introduction: This survey is designed for counselors who work with Native American youth in South Dakota. The survey is designed to identify needs, perceptions, and resources which relate to the career counseling of male and female Native American clients. Since career counseling is recognized as one important aspect of the counselor's work which has a bearing on the future of our youth, it is anticipated that information resulting from this survey will be utilized in workshops and programs in this area.

Directions: You are asked to respond to each item in the survey as candidly as you can. Open, honest answers are important if the information gathered is to be useful. In general, you will simply be asked to check (✓) a response which is appropriate to your situation or which best answers the question for you. The questions in the survey apply only to your Native American clients.

Remember, this is a survey to gather information, thus there are no "right" or "wrong" answers. It is expected that people will have different perceptions because of their particular situations.

This survey is anonymous; your identity will not be associated with your responses in any way. Do not write your name on the survey.

Feel free to make additional comments and/or observations in the space provided at the end of the survey. When you have completed the survey, please return it to us in the enclosed postage-paid envelope. Thank you for your cooperation.

* * *

Because people's perceptions and experiences differ as a result of differing working situations, we would like to ask a few questions about the situation in which you work.

1. Approximately what proportion of your clients is Native American youth?

   ____ a. 75% or more

   ____ b. 50 to 74%

   ____ c. 25% to 49%

   ____ d. Less than 25%

2. With what kind of Native American clients do you work as a counselor? (Check as many as apply.)

   ____ a. Pre-school, headstart, or kindergarten children

   ____ b. Elementary school children

   ____ c. Junior high or high school students

   ____ d. College students

   ____ e. Vocational school students

   ____ f. Non-students

3. If you work in a school setting, in what kind of surroundings is your school located?

   ____ a. An urban area (pop. 2500 or more)

   ____ b. A rural, non-reservation area (pop. less than 2500)

   ____ c. A reservation community

   ____ d. Not applicable. I do not work in a school setting.

4. What proportion of your work duties is devoted to counseling activities?

_____ a. Almost all of my work duties

_____ b. Most of my work duties

_____ c. About half of my work duties

_____ d. Few of my work duties

_____ e. None or almost none of my work duties

5. How long have you been working in a counseling role?

_____ a. 6 months or less

_____ b. 7 - 12 months

_____ c. 13 months - 3 years

_____ d. More than 3 years

_____ e. Not applicable. I do not really work in a counseling role.

6. Are you -

_____ a. Male

_____ b. Female

Different people find different materials useful to them in their work with their clients, whether their clients are students or non-students. We would like to ask a few questions about some of the materials which you might have used in career counseling.

7. In working with Native American clients, do you use (or have you used) an interest inventory of any kind?

_____ a. Yes, I always use an interest inventory

_____ b. Yes, I sometimes but not always use an interest inventory

_____ c. No, I never have used an interest inventory

IF YOU HAVE NEVER USED AN "INTEREST INVENTORY," PLEASE SKIP QUESTIONS 8-10 AND GO DIRECTLY TO QUESTION 11 ON PAGE 6.

8. If you have used an "interest inventory," which interest inventory did you use? (Please check as many as apply. If you have used an inventory other than those listed, please identify that inventory in the blank provided after "Other." If you use an inventory of your own design, please check "Own inventory.")

_____ a. ACT Career Planning Program (CPP)

_____ b. Holland's Self-Directed Search

_____ c. Minnesota Vocational Interest Inventory

_____ d. Ohio Vocational Interest Survey (OVIS)

_____ e. Strong-Campbell Interest Inventory

_____ f. Strong Vocational Interest Blank

_____ g. Other (specify which) _____

_____

_____

_____ h. Own inventory, not a standardized instrument

9. If you have used a standardized interest inventory, how accurate did you find that inventory to be in assessing your Native American clients' interests? Since we are interested in the accuracy of the instrument for male clients and female clients as separate groups, the left-hand column applies only to your male clients and the right-hand column applies only to your female clients. Please answer this question by treating the two groups separately.

MALE CLIENTS						FEMALE CLIENTS				
Very Valid	Moderately Valid	Not Too Valid	Not At All Valid	Have Not Used		Very Valid	Moderately Valid	Not Too Valid	Not At All Valid	Have Not Used
___	___	___	___	___	ACT Career Planning Program (CPP)	___	___	___	___	___
___	___	___	___	___	Holland's Self-Directed Search	___	___	___	___	___
___	___	___	___	___	Minnesota Vocational Interest Inventory	___	___	___	___	___
___	___	___	___	___	Ohio Vocational Interest Survey (OVIS)	___	___	___	___	___
___	___	___	___	___	Strong-Campbell Interest Inventory	___	___	___	___	___
___	___	___	___	___	Other (please specify)___	___	___	___	___	___

_____

_____

_____

10a. What problems, if any, have you encountered when administering interest inventories to your Native American male clients? (If possible, please identify the particular inventory on which you are commenting.)

_____

_____

_____

_____

_____

_____

b. What problems, if any, have you encountered when administering interest inventories to your Native American female clients? (If possible, please identify the particular inventory on which you are commenting.)

_____

_____

_____

_____

_____

_____

11. Do you find your Native American clients to differ in their occupational or career-related interests by sex? That is, in most cases, do you find males and females to express different occupational or career-related interests?

_____ a. Definitely yes

_____ b. Not sure, but probably yes

_____ c. Not sure, but probably no

_____ d. Definitely no

_____ e. Don't know

12. Do you find your Native American clients to differ in their occupational or career-related interests by the type of community from which they come? That is, do individuals who come from urban, rural, or reservation communities tend to express different occupational or career-related interests?

____ a. Definitely yes

____ b. Not sure, but probably yes

____ c. Not sure, but probably no

____ d. Definitely no

____ e. Don't know

13. Do you find your Native American clients to differ in their occupational or career-related interests by the ethnic group to which they belong? That is, in most cases do you find individuals who are "full-blood" expressing different occupational or career-related interests from those individuals who are "mixed-blood"?

____ a. Definitely yes

____ b. Not sure, but probably yes

____ c. Not sure, but probably no

____ d. Definitely no

____ e. Don't know

14. How much influence do you observe parents to have on your Native American clients' academic or career choices?

____ a. A great deal of influence

____ b. A moderate amount of influence

____ c. Very little influence

____ d. No influence at all

____ e. Don't know

15. How much influence do you observe older siblings to have on your Native American clients' academic or career choices?

_____ a. A great deal of influence

_____ b. A moderate amount of influence

_____ c. Very little influence

_____ d. No influence at all

_____ e. Don't know

16. How much influence do you observe grandparents to have on your Native American clients' academic or career choices?

_____ a. A great deal of influence

_____ b. A moderate amount of influence

_____ c. Very little influence

_____ d. No influence at all

_____ e. Don't know

17. How much influence do you observe peers to have on your Native American clients' academic or career choices?

_____ a. A great deal of influence

_____ b. A moderate amount of influence

_____ c. Very little influence

_____ d. No influence at all

_____ e. Don't know

18. How much influence do you observe teachers to have on your Native American clients' academic or career choices?

_____ a. A great deal of influence

_____ b. A moderate amount of influence

_____ c. Very little influence

_____ d. No influence at all

_____ e. Don't know

19. How much influence do you feel that counselors have on their Native American clients' academic or career choices?

_____ a. A great deal of influence

_____ b. A moderate amount of influence

_____ c. Very little influence

_____ d. No influence at all

_____ e. Don't know

20. Are there any other groups of individuals whom you have observed to exert influence on your Native American clients' academic or career choices? If so, please specify who these groups are.

_____

_____

_____

_____

_____

_____

21a. Do you find that the influences addressed in questions 14 through 20 vary depending upon your clients' sex?

_____ a. Yes

_____ b. No

b. If you answered "yes" to the above question, what differences do you see these influences as having on your male or female clients' academic or career choices?

Influences on male clients: _____

_____

_____

Influences on female clients: _____

_____

_____

22a. Do you find that the influences addressed in questions 14 through 20 vary depending upon your clients' places of origin (urban, rural or reservation community)?

_____ a. Yes

_____ b. No

b. If you answered "yes" to the above question, what differences do you see these influences as having on your rural, urban or reservation clients' academic or career choices?

Influences on rural clients: _____

_____

Influences on urban clients: _____

_____

Influences on reservation clients: _____

_____

23a. Do you find that the influences addressed in questions 14 through 20 vary depending upon your clients' social groups (full-blood or mixed-blood)?

_____ a. Yes

_____ b. No

b. If you answered "yes" to question 23a, what differences do you see these influences as having on your full-blood or mixed-blood clients' academic or career choices?

Influences on full-blood clients _____

_____

Influences on mixed-blood clients: _____

_____

IF YOU COUNSEL JUNIOR HIGH, HIGH SCHOOL OR COLLEGE STUDENTS OR NON-STUDENTS, PLEASE ANSWER QUESTION 24. IF YOU DO NOT COUNSEL ANY OF THE ABOVE CLIENT GROUPS, PLEASE GO TO QUESTION 25.

24. How important do you perceive each of the following to be as motivating factors in your Native American clients' decisions to go on to college or to enter job training? Since we are interested in the importance of the factors for male clients and female clients as separate groups, the left-hand column applies only to your male clients and the right-hand column applies only to your female clients. Please answer this question by treating the two groups separately.

MALE CLIENTS						FEMALE CLIENTS				
Very Important	Somewhat Important	Somewhat Unimportant	Not Important At All	Don't Know		Very Important	Somewhat Important	Somewhat Unimportant	Not Important At All	Don't Know
___	___	___	___	___	Desire for Self-development	___	___	___	___	___
___	___	___	___	___	Temporary Financial Support	___	___	___	___	___

Please continue answering question 24.

MALE CLIENTS						FEMALE CLIENTS					
Very Important	Somewhat Important	Somewhat Unimportant	Not Important At All	Don't Know		Very Important	Somewhat Important	Somewhat Unimportant	Not Important At All	Don't Know	
___	___	___	___	___	Peer Identification	___	___	___	___	___	
___	___	___	___	___	Parental Pressure	___	___	___	___	___	
___	___	___	___	___	Teachers or others (not parents) expect it	___	___	___	___	___	
___	___	___	___	___	Desire for good income	___	___	___	___	___	
___	___	___	___	___	Interest in particular occupation	___	___	___	___	___	
___	___	___	___	___	Other (please specify)	___	___	___	___	___	

_____

_____

_____

25. In terms of their perceptions of their capabilities and prospects for the future, how would you assess your male clients' self-concepts?

____ a. All or most of my male clients have positive self-concepts

____ b. Some of my male clients have positive self-concepts

____ c. Few of my male clients have positive self-concepts

____ d. None or almost none of my male clients have positive self-concepts

____ e. Don't know

26. In terms of their perceptions of their capabilities and prospects for the future, how would you assess your female clients' self-concepts?

_____ a. All or most of my female clients have positive self-concepts

_____ b. Some of my female clients have positive self-concepts

_____ c. Few of my female clients have positive self-concepts

_____ d. None or almost none of my female clients have positive self-concepts

_____ e. Don't know

27. Do you find your Native American clients' self-concepts vary according to their places of origin (rural, urban or reservation community)?

_____ a. Yes

_____ b. No

_____ c. Don't know

28. Do you find your Native American clients' self-concepts vary according to their social group (mixed-blood or full-blood)?

_____ a. Yes

_____ b. No

_____ c. Don't know

29. What sort of sense of control do you observe your male clients to experience? That is, do your male clients seem to feel that they have a good deal of control or relatively little control over their life chances?

_____ a. All or most of my male clients have a high sense of control

_____ b. Some of my male clients have a high sense of control

_____ c. Few of my male clients have a high sense of control

_____ d. None or almost none of my male clients have a high sense of control

_____ e. Don't know

30. What sort of sense of control do you observe your female clients to experience? That is, do your female clients seem to feel that they have a good deal of control or relatively little control over their life chances?

____ a. All or most of my female clients have a high sense of control

____ b. Some of my female clients have a high sense of control

____ c. Few of my female clients have a high sense of control

____ d. None or almost none of my female clients have a high sense of control

____ e. Don't know

31. Do you find your Native American clients' sense of control to vary according to their places of origin (rural, urban or reservation community)?

____ a. Yes

____ b. No

____ c. Don't know

32. Do you find your Native American clients' sense of control to vary according to their social group (full-blood or mixed-blood)?

____ a. Yes

____ b. No

____ c. Don't know

FINALLY, WE WOULD LIKE TO ASK A FEW QUESTIONS ABOUT YOUR PERCEPTIONS OF YOUR NATIVE AMERICAN CLIENTS' OPPORTUNITIES FOR EMPLOYMENT AND SUCCESS IN SEVERAL CAREER CHOICES.

33. What sort of opportunities do you see to exist in the following occupational and career areas for your Native American clients? Again, since we are interested in the available opportunities for male clients and female clients as separate groups, the left-hand column applies only to your male clients and the right-hand column applies only to your female clients. Please answer this question by treating the two groups separately.

MALE CLIENTS						FEMALE CLIENTS				
Many Opportunities	A Fair Number of Opportunities	Relatively Few Opportunities	Almost No Opportunities	Don't Know		Many Opportunities	A Fair Number of Opportunities	Relatively Few Opportunities	Almost No Opportunities	Don't Know
___	___	___	___	___	Accounting	___	___	___	___	___
___	___	___	___	___	Agricultural Business	___	___	___	___	___
___	___	___	___	___	Agricultural Extension	___	___	___	___	___
___	___	___	___	___	Business Management	___	___	___	___	___
___	___	___	___	___	Counseling	___	___	___	___	___
___	___	___	___	___	Creative Arts	___	___	___	___	___
___	___	___	___	___	Dentistry	___	___	___	___	___
___	___	___	___	___	Education	___	___	___	___	___
___	___	___	___	___	Engineering	___	___	___	___	___
___	___	___	___	___	Farming	___	___	___	___	___
___	___	___	___	___	Forestry	___	___	___	___	___

Please continue answering question 33.

MALE CLIENTS						FEMALE CLIENTS				
Many Opportunities	A Fair Number of Opportunities	Relatively Few Opportunities	Almost No Opportunities	Don't Know		Many Opportunities	A Fair Number of Opportunities	Relatively Few Opportunities	Almost No Opportunities	Don't Know
___	___	___	___	___	Governmental Services, Tribal Level	___	___	___	___	___
___	___	___	___	___	Governmental Services, State Level	___	___	___	___	___
___	___	___	___	___	Governmental Services, Federal Level	___	___	___	___	___
___	___	___	___	___	Health Services (Other than medicine)	___	___	___	___	___
___	___	___	___	___	Horticultural Services	___	___	___	___	___
___	___	___	___	___	Law and Legal Services	___	___	___	___	___
___	___	___	___	___	Medicine	___	___	___	___	___
___	___	___	___	___	Mercantile Enterprises	___	___	___	___	___
___	___	___	___	___	Military Activities	___	___	___	___	___
___	___	___	___	___	Natural Sciences	___	___	___	___	___
___	___	___	___	___	Park Services	___	___	___	___	___
___	___	___	___	___	Ranching	___	___	___	___	___
___	___	___	___	___	Religious Activities	___	___	___	___	___

Please continue answering question 33.

MALE CLIENTS						FEMALE CLIENTS				
Many Opportunities	A Fair Number of Opportunities	Relatively Few Opportunities	Almost No Opportunities	Don't Know		Many Opportunities	A Fair Number of Opportunities	Relatively Few Opportunities	Almost No Opportunities	Don't Know
___	___	___	___	___	Skilled Trades	___	___	___	___	___
___	___	___	___	___	Social Services	___	___	___	___	___
___	___	___	___	___	Sports	___	___	___	___	___
___	___	___	___	___	Teaching	___	___	___	___	___
___	___	___	___	___	Veterinary Medicine	___	___	___	___	___

34. Are there some occupational or career areas not included in the list which you have just assessed which you see to hold <u>great</u> opportunities for Native American male and female youth? Please list these occupational or career areas for each sex.

<u>Male occupational or career opportunities:</u> _____

_____

<u>Female occupational or career opportunities:</u> _____

_____

35. Which of the following do you perceive to be obstacles to Native American youth in gaining access to or in succeeding in various academic or career areas? As before, since we are interested in the obstacles encountered by male clients and female clients as separate groups, the left-hand column applies only to your male clients and the right-hand column applies only to your female clients. Please answer this question by treating the two groups separately.

MALE CLIENTS						FEMALE CLIENTS					
A Serious Obstacle	Somewhat An Obstacle	Not Too Serious An Obstacle	Not An Obstacle At All	Don't Know		A Serious Obstacle	Somewhat An Obstacle	Not Too Serious An Obstacle	Not An Obstacle At All	Don't Know
___	___	___	___	___	Lack of self-motivation	___	___	___	___	___
___	___	___	___	___	Lack of appropriate skills	___	___	___	___	___
___	___	___	___	___	Lack of encouragement from home	___	___	___	___	___
___	___	___	___	___	Lack of encouragement from teachers	___	___	___	___	___
___	___	___	___	___	Inadequate capital to invest	___	___	___	___	___
___	___	___	___	___	No role models in some areas	___	___	___	___	___
___	___	___	___	___	Poor self-concept	___	___	___	___	___
___	___	___	___	___	Cultural barriers and differences	___	___	___	___	___
___	___	___	___	___	Low sense of control	___	___	___	___	___
___	___	___	___	___	Lack of peer support	___	___	___	___	___
___	___	___	___	___	Prejudice or fear of prejudice	___	___	___	___	___
___	___	___	___	___	Lack of appropriate training near home	___	___	___	___	___
___	___	___	___	___	Inadequate job opportunities near home	___	___	___	___	___
___	___	___	___	___	Lack of knowledge or awareness about certain occupations	___	___	___	___	___

36. Are there other things which you see to be serious obstacles to Native American male or female youth which are not included in the preceding list? If so, what are those obstacles?

Academic or career obstacles to males: _____

_____

Academic or career obstacles to females: _____

_____

37. Do you find in your work in career counseling that there are adequate resources of the following kinds available to you and your Native American clients?

	Adequately Available	Inadequately Available	Don't Know
Survey instruments to help clients identify their interests	___	___	___
Films on careers of interest to clients	___	___	___
Reading material on careers of interest to clients	___	___	___
Persons in the community whom clients may observe in careers which are of interest to them	___	___	___
Funds for field trips or to make use of any of the above resources	___	___	___
Persons outside of the local community who are willing to come to clients to talk about and demonstrate aspects of their careers	___	___	___
Other resources (please specify)	___	___	___

_____

_____

38. Are the resources listed in question 37 generally adequate for your female Native American clients?

_____ a. Yes

_____ b. No

* *

Please use the remainder of this page and the following page to make additional comments and/or observations which you feel are important to career counseling. Thank you for your cooperation. When you have completed the survey, please return it to us in the enclosed, postage-paid envelope.